

CHICAGO THEOLOGICAL SEMINARY

Register

CATALOGUE
NUMBER



1939-40

A MINISTER

Wide was his parish, scattered far asunder,
Yet none did he neglect, in rain, or thunder.
Sorrow and sickness won his kindly care;
With staff in hand he traveled everywhere.
This good example to his sheep he brought,
That first he wrought, and afterwards he taught.

To draw his flock to heaven with noble heart,
By good example was his holy art.
No less did he rebuke the obstinate,
Whether they were of high or low estate.
For pomp and worldly show he did not care,
No morbid conscience made his rule severe.
The love of Christ and his apostles twelve
He taught, but first he followed it himself.

—CHAUCER, Leonard's Translation

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EIGHTY-FIRST ACADEMIC YEAR
1938-1939

ANNOUNCEMENTS FOR THE SESSIONS OF
1939-1940



ALBERT W. PALMER, D.D., LL.D., *President*
5757 UNIVERSITY AVENUE
CHICAGO

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The Faculty of the Divinity School of the University of Chicago, courses under whom are available to Seminary students, will be found listed on page 36.

* Resigned. Now president-elect of the Pacific School of Religion, Berkeley, California.

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Calendar

1939

April 3 Monday	Final draft of theses due
April 11-14	Oral Presentation of Theses
May 16-19	Comprehensive Examinations
May 29 Monday	Spring Retreat
May 30 Tuesday	Memorial Day: a holiday
June 8 Thursday	Baccalaureate Service
June 9 Friday	Commencement
June 9 Friday	Spring Quarter ends
July 31-Aug. 13	Pastors' Summer Institute
Aug. 26 Saturday	Tuition Scholarship Applications
Sept. 29 Friday	AUTUMN QUARTER BEGINS: REGISTRATION
Oct. 3 Tuesday	Classes meet
Nov. 30 Thursday	Thanksgiving Day: a holiday
Nov. 30 Thursday	Tuition Scholarship Applications
Dec. 20 Wednesday	Autumn Quarter ends

1940

Jan. 2 Tuesday	WINTER QUARTER BEGINS
Jan. 29-Feb. 2	Ministers' Week
Feb. 22 Thursday	Washington's Birthday: a holiday
Feb. 23 Friday	Tuition Scholarship Applications
Mar. 15 Friday	Winter Quarter ends
Mar. 24 Sunday	Easter
Mar. 25 Monday	SPRING QUARTER BEGINS
April 2 Tuesday	Final draft of theses due
April 9 Tuesday	Oral Presentation of Theses
May 14-17	Comprehensive Examinations
May 30 Thursday	Memorial Day: a holiday
June 6 Thursday	Baccalaureate Service
June 7 Friday	Commencement
June 7 Friday	SPRING QUARTER ENDS

General Information

PURPOSE AND HISTORY

The Chicago Theological Seminary was founded in 1855 by a group of Congregational ministers and laymen "to furnish instruction to young men preparing for the Gospel ministry," according to its charter, and was to be "equally open to all denominations of Christians"—a very forward-looking provision for that day. It has sought to live up to the pioneer spirit of its founders by constantly developing new features in Christian education to meet the changing needs. Foreign-language institutes were maintained at one time to train leadership for the large immigrant population in the eighties. Dr. Graham Taylor, a pioneer in Christian social work, was brought to Chicago in 1894 for his life-work as professor of Christian Economics in this seminary. More recently the Seminary has pioneered in the clinical study of personality problems, church and community surveys, both urban and rural, and in utilizing the religious values of art and drama, literature, and music. It also provides practical laboratory experience for students through carefully supervised field work.

The Seminary is a member of the American Association of Theological Schools. It has also been examined and is accredited by the Accreditation Commission of that association.

In 1915 the Seminary removed to the neighborhood of the University of Chicago, with which it is affiliated through the Divinity School of the University. Students thus enjoy the advantage of two theological faculties and a university internationally known for its high standards. (For further information see pp. 34-41.)

The Congregational Training School for Women, incorporated in 1909 to meet the increasing demand for women with professional training for religious work, was merged with the Seminary in 1926.

LOCATION AND BUILDINGS

The Seminary has a strategic location immediately adjacent to the University of Chicago and seven miles southeast of the business section of Chicago, known as the "Loop." It is one block north of the Midway Plaisance, half-way between Washington and Jackson parks, and about one mile from Lake Michigan.

The main building of the Seminary, completed in 1928 and pictured

on the cover of this catalogue, embodies several units as follows: The Graham Taylor Assembly Hall, including the offices of business administration; The Henry M. Hooker Hall, with library, stack rooms, faculty offices, dormitory rooms, and Clarence Sidney Funk Cloisters adjoining; The Victor Fremont Lawson Tower; The Thorndike Hilton Memorial Chapel; and two residence halls for men, Davis Hall and Fisk Hall—the latter including the Joseph Henry George Commons. It is located on Fifty-eighth Street between University and Woodlawn avenues. Across the street at the corner of Fifty-eighth Street and Woodlawn Avenue are the two residence halls for women—Fensham House and Woodlawn House. All mail, telegrams, and baggage should be addressed to 5757 University Avenue. Still farther east on Fifty-eighth Street is the president's residence, and, beyond that, at Fifty-eighth Street and Kimbark Avenue is Kimbark House, which contains a co-operative dining club on the first floor and apartments for married students above. Adjoining Kimbark House is Montgomery Hall, which also has apartments for married students.

GOVERNMENT

The government of the Seminary is in accordance with the provisions of two documents, namely, the charter, which is a permanent instrument, and the constitution, which is subject to revision.

By the terms of the charter twenty-four men and their successors were "created a body politic and corporate, to be styled 'The Board of Directors of The Chicago Theological Seminary,' and by that name and style to remain and have perpetual succession, with full power to sue and be sued, plead and be impleaded, to acquire, hold and convey property, real and personal, to have and use a common seal, to alter and renew the same at pleasure, to make and alter a Constitution and By-Laws for the conducting and government of said Institution, and fully to do whatever may be necessary to carry out the object of this act of incorporation."

The charter also gives the directors "power to confer such degrees as are consistent with the object of the Institution."

According to the constitution (including amendments to June 7, 1927) the Board of Directors calls a convention every third year "for the purpose of electing Directors, and for the purpose of transacting such other business as the interests of the Seminary may require." The next Triennial Convention will meet in 1942.

Under the authority of the charter the constitution further provides for an Executive Committee of twelve elected from the Board of Directors. The Executive Committee conducts the affairs of the corporation in the interim between the corporation's meetings.

The constitution also provides that "all matters pertaining to academic management shall be determined by the Faculty, with the approval of the Board of Directors."

The Board of Visitors is chosen, one each, by the State Conferences of Congregational churches of the states represented at the Triennial Convention. They visit the Seminary annually and make reports to their respective Conferences concerning its condition.

REQUIREMENTS FOR ADMISSION

The application for admission to the Seminary calls for a credential as to church membership and for two acceptable character testimonials. For admission as a regular classified student, the Seminary requires a college preparation attested by a Bachelor's degree of recognized worth. Seminary students are also admitted to membership in the University, with all its advantages, on the basis of their college credentials which are valued by the University Examiner at the Seminary's request.

Students and graduates from accredited seminaries are admitted to advanced standing upon presenting satisfactory certificates.

A limited number of special students may be admitted by vote of the Faculty to a year of resident work. Such students must have had a considerable portion of a college course and must show by maturity and training that they are prepared to undertake the proposed subjects.

Pretheological courses.—Students who expect to enter the Seminary are advised to take the following courses in college: biology, 1 course; economics, 1 course; English composition, 2 courses; English literature, 2 courses; general history, 2 courses; foreign language (preferably modern), 2 courses; philosophy, 1 course; psychology, 1 course; social psychology, 1 course; sociology, 1 course. If, on entering the Seminary, students are deficient in any of these courses, the deficiency must be made up by special reading courses and examinations set by the Seminary Faculty or by courses in the University or elsewhere.

Within the first two weeks after entrance students are expected to secure a health examination through the Student Health Service of the University (see p. 35).

FEES AND EXPENSES

Each student registering in the Seminary pays a quarterly registration fee of \$3.00. There is no tuition fee, but a library and incidental fee of \$25.00 per quarter is charged each student. Diploma fee, on graduation, is \$10.00 or \$15.00 if a hood is desired.

For those living in the men's residence halls, the care of room (including daily service, bedding, furniture, heat, and light) amounts to \$35.00 per

quarter (\$55.00 per quarter for all non-Seminary students). A few double rooms are available at a quarterly charge of \$26.25 to each student.

Other expenses vary according to the individual standards of living. Meals may be secured at the University of Chicago Commons (cafeteria) or at near-by restaurants. Seminary students also conduct a co-operative dining club in Kimbark House, by which means they secure board at an approximate cost of thirty minutes a day labor plus sixty cents a day cash from each member.

Woodlawn Co-operative Dining Club in Woodlawn House, operating on the Rochdale plan, is open to both men and women and provides board, without any labor contributions, at as much under \$5.00 a week as possible.

Room and incidental fees are payable quarterly, in advance, at the time of registration. Failure to pay fees promptly leads to financial penalties and may also result in the refusal of admission to classes. Fees may not be charged against stipends or scholarships but must be paid as a separate transaction.

After the fifth day of the quarter, to secure membership in the Seminary, the consent of the Director of Studies and the payment of a fee of \$5.00 for late registration will be required.

STUDENT EXPENSES

(An estimate based on costs in 1938-39)

	Minimum without Board	Per Quarter	Three Quarters
Registration fee.		\$ 3.00	\$ 9.00
Library and incidental fee.		25.00	75.00
Care of room, light, and heat.		35.00	105.00
Laundry and pressing.		20.00	60.00
Incidentals, carfare, recreation.		25.00	75.00
		\$108.00	\$324.00
Expense for board if in Kimbark Co-operative (approx.)		50.00	150.00
Minimum total.		\$158.00	\$474.00
Cost of alternative board if in Woodlawn Co-operative..		60.00	180.00
Alternative total.		\$168.00	\$504.00

STUDENT FIELD WORK AND OPPORTUNITIES FOR SELF-HELP

Opportunities for supervised field work are as follows:

Field-work assignments.—Through its relationship with the churches, neighborhood houses, and settlements of the city, the Seminary is able to

offer to a limited number of qualified students who maintain certain scholarship standards the opportunity to work as group leaders and counselors in both Sunday and weekday activities under the joint supervision of the Seminary and the respective institutions. An Annual Field-Work Stipend of \$225 for the academic year, which is paid in nine monthly instalments of \$25 beginning October 15, is paid each student who is selected to work on this basis. These appointments are open, during their first year of residence only, to candidates for degrees who carry a full course and maintain a satisfactory scholarship record. Special students may receive such assignments only provisionally and by special vote of the Committee on Student Relations and Scholarships. All who receive such field-work assignments are members of the "Field-Work Course" (P.T. S311), which provides opportunity for report and discussion of situations met on the field.

Part-time positions.—The Chicago Congregational Union and the Seminary co-operate with certain churches in Chicago in the support of a limited number of students as pastors' assistants, directors of religious education, directors of work with boys and girls in neighborhood houses, and other forms of leadership. These positions carry a much larger measure of responsibility than ordinary field-work assignments and are open only to properly qualified students whose scholarship record is satisfactory and whose experience has been such as to prepare them for more exacting supervisory duties. These positions pay \$65 a month and normally are open to students during their second and third years of residence in the Seminary.

Student pastorates are available in a limited number. Since class sessions ordinarily are held only on Tuesday, Wednesday, Thursday, and Friday each week, students may spend the week-end on their fields even though at considerable distance from Chicago. Such field work may be registered for supervision from the Seminary. These rural and town pastorates are open only to mature students of ability and experience.

Research assistantships under the Department of Research and Survey of the Chicago Congregational Union, in co-operation with the Seminary's Department of Social Ethics, are available to especially trained persons who are qualified as advanced students.

Other forms of work may sometimes be obtained, such as service in the University dining-halls, clerical work, desk duty in offices, and library assistantships. The settlements, neighborhood houses, and institutional church centers occasionally find places for experienced workers.

The University's Bureau of Vocational Guidance and Placement maintains a part-time employment service available to our students.

Summer service as pastors, assistants, or vacation-school directors can

be secured by a limited number of students through the Congregational Church Extension Boards or the State Conferences. Other specialized forms of summer employment include positions as camp counselors, directors of recreation, and assistants in hospitals.

SCHOLARSHIPS AND FELLOWSHIPS

Six Entrance Scholarships, of \$500 each for the academic year, may be awarded to entering students of high scholarly attainments, nominated by their college presidents from the Senior class each year or from the preceding Senior class. Preference is given to students from Congregational colleges or to Congregational students from other colleges and universities.

Four Junior Fellowships, of \$500 each, may be awarded each year to students of outstanding scholarship and ability in the second- and third-year classes. Recipients of these junior fellowships will be assigned to various departments for special work. They are not to engage in outside activities for financial remuneration. These fellowships are entitled the Isbell, Newmann, Patton, and Davis junior fellowships.

The Mary B. Hibbard Curtis Research Scholarship of \$500 may be awarded to a student undertaking some definite research project.

Rural and Missionary Scholarships, paying \$50 a quarter, are awarded to a limited number of pastors of small churches to enable them to attend the Seminary.

A Hawaiian Scholarship of \$300 is normally awarded to a properly qualified student from the Hawaiian Islands.

Two Foreign Scholarships of \$500 each may be awarded to properly qualified students from other lands, ordinarily nominated by the American Board of Commissioners of Foreign Missions. [Not available in 1939-40.]

A Foreign Exchange Scholarship of \$500 may be used to support an exchange student from some foreign land. [Not available in 1939-40.]

One Foreign Missionary Fellowship may be awarded each year to some missionary home on furlough and nominated by the American Board.

The Ford and Blatchford Fellowships may be awarded in alternate years to the most distinguished member of each graduating class who has studied three years in the Seminary. These pay \$1,000 a year for one or two years and thus provide for graduate study, normally and preferably abroad.

The Lucretia Ambrose Walker Prize of \$50, for the best essay on a topic set by the Department of Christian Theology.

LOANS

The Congregational Education Society lends money to approved students preparing for the Congregational ministry on an extended term repay-

ment agreement. Temporary emergency loans on a strictly business basis, with a signed note and definite repayment date, may be made for small amounts by the Seminary, but only to meet very critical need.

RESPONSIBILITIES OF AIDED STUDENTS

Holders of scholarships are expected to serve as student aids and ushers on formal Seminary occasions and to set a high standard of study and intellectual endeavor.

It is also assumed that all who receive financial aid from the Seminary, either directly or indirectly, will recognize certain basic obligations as implicit in such a relationship. It goes without saying that among these, of course, are a personal life of the highest Christian character and a purpose to pass on any benefits received by gracious and unselfish service to others. Conscientious scholarship, loyal co-operation in the active life of the Seminary, attendance at its stated gatherings, and a constant effort to promote its *esprit de corps* are also ways in which an appreciative spirit will find expression.

THE EDUCATION OF WOMEN FOR CHRISTIAN SERVICE

Women are admitted to the Seminary upon the same terms as men and have equal opportunities in student field work and in becoming candidates for scholarships. The Seminary trains them for religious leadership as directors or teachers of religious education, church assistants, instructors in weekday religious education, missionaries, or social service workers.

The course of study for each student is worked out in the light of previous preparation and credits sought. The range of courses is wide, including religious education, parish work, church administration, social ethics, worship, music, personnel work, drama, and survey courses in Bible, church history, and missions. Detailed descriptions of courses are given on later pages of this catalogue. Subjects not listed but needed for church work, such as stenography, may be secured outside the Seminary.

For the two-year professional sequence leading to the Seminary's Master of Arts degree see pages 17-18.

HAMMOND AND UNIVERSITY LIBRARIES

Hammond Library comprises 43,200 books and magazines, and 7,300 pamphlets. The library unit consists of the reading-room and three levels of stacks immediately below it. The stack rooms are provided with twenty individual compartments for the use of students and the Faculty.

It is the special aim of Hammond Library to become the central repository for historical source materials relating to Congregationalism in

the Middle West. Its most valuable collection, comprising 200,000 original letters, is the archive of the Congregational Home Missionary Society; as source materials for the history of American Christianity these letters rank among the most important in the country.

The University Library and the library of the Divinity School are also available to Seminary students for general theological study and for research. These libraries total over 1,500,000 bound and catalogued volumes.

THE ALDEN-TUTHILL LECTURESHIP

This foundation provides each year for a series of lectures upon the subject of religion on some frontier of modern life. In 1939 the lecturer was Professor John C. Bennett, of the Pacific School of Religion, who spoke on "Current Theological Perplexities." Earlier lecturers on this foundation were Dean Willard L. Sperry, of Harvard Divinity School, on "The Public Prayers of the Church," Dr. Arthur E. Morgan on "Business and Government," Professor William E. Hocking on "Foreign Missions," the Honorable Henry A. Wallace on "Religion and Agriculture," Dr. Richard C. Cabot on "The Minister, the Doctor, and the Patient," and Professor Richard Niebuhr on "The Kingdom of God in America."

THE INTERSEMINARY MOVEMENT

All students in The Chicago Theological Seminary are members of the Interseminary Movement and the Interseminary Student Union of the Chicago area.

Meetings this past year included retreats on the topics: "Church and Community" and "The Place of the Bible in the Modern Church." An Institute of Human Relations was held in co-operation with the Chicago Round Table of Jews and Christians. The Fifteenth Annual Banquet of the Interseminary Student Union of Chicago was held at the University of Chicago, having for a theme: "The Future of Christianity." Nine seminaries in the Chicago area participated in these activities.

The program for the year 1939-40 includes the exchange of student and faculty speakers, two Interseminary retreats for fellowship and study, the publication of a small Interseminary paper, a competitive athletic program, co-operation with the Chicago Church Federation, and seminars on various ecumenical problems suggested by the Universal Christian Council.

STUDENT ACTIVITIES

Physical development, fellowship, discussion, artistic expression, and spiritual devotion all find a place in Seminary life.

Students participate in the University intramural athletic program and

in the Interseminary League in touch football, basketball, handball, baseball, track, tennis, table tennis, swimming, wrestling, and boxing. In the 1938-39 season the C.T.S. basketball and tennis teams were the champions among the independent teams in the University of Chicago intramural tournament.

"Kaffeeeklatsch" every Tuesday evening provides opportunity for discussion. Wednesday afternoon teas, Thursday Fellowship, formal and informal parties at least once a month maintain a social balance to the strenuous curriculum.

The Seminary, University, and city are rich in musical, dramatic, and other cultural opportunities. Students may take part in the productions of the Seminary Players, participate in radio programs, and receive training in musical appreciation and choral technique in the Department of Music.

The camaraderie of dormitory life offers every possible advantage for discussion groups and the informal consideration of student problems. Kimbark Co-operative and Woodlawn Co-operative give practical experience with some of the co-operative techniques for religious leaders. The student council, elected each quarter, offers opportunity for the exercise of executive ability in student affairs.

Bond Chapel Worship Services twice a week, conducted by faculty members, students, and visiting leaders; the Seminary Vesper Service each Thursday afternoon; and the matin period before classes in the Thorndike Hilton Chapel—all these help to train students in conducting religious services and provide welcome periods of meditation and spiritual refreshment.

REQUIREMENTS FOR DEGREES

The Seminary grants its degrees to regular students who complete the full course and maintain an honorable character throughout (see p. 9 for requirements for admission).

All students, upon entering or soon thereafter, are required to take two tests: (1) English vocabulary, reading, and placement test. (Those who do not pass this test will be required to make up the deficiency.) (2) A preliminary speaking and reading test. On the basis of this test students will be assigned to that course in speech best adapted to make them more effective speakers and readers.

Students from other theological schools may be given advanced credit, based upon the standing of the school and the character of the credits. However, all candidates for the Seminary's degrees must do regular work (three courses a quarter) in residence during not less than three quarters and must satisfy the requirements of the Seminary for the particular degree sought.

A. THE BACHELOR OF DIVINITY DEGREE

The regular course includes (1) thirty units of credit (the thesis is counted as one of these credits); (2) such practical field work as any particular course may require; (3) the preparation of a graduation thesis, together with an oral presentation of the thesis to the Faculty; (4) a comprehensive examination designed to test: (a) the student's capacity to bring to the solution of the problems of the minister all his resources of knowledge and skill; (b) his mastery of the material and methodology in each of the following fields:

The Bible

Church History

Theology

Social Sciences in Religion

Parish Ministry and Religious Education

Religion and the Arts

Each of these subjects has an important contribution to make to a well-balanced professional preparation. The churches look to their leaders for guidance in all of them. Every student should plan his course accordingly.

No student will be admitted to candidacy for the degree of Bachelor of Divinity until he has established his Senior standing. Senior standing is voted by the Faculty to such students as give evidence of academic ability and personal qualifications for religious leadership and who have fulfilled the following requirements: (1) made up deficiencies in college courses (see p. 9); (2) passed the English test (see p. 9); (3) consulted with the Director of Studies about vocational and curricular plans; and (4) passed a final test in speaking and reading. Application for Senior standing should be made in writing during the quarter prior to the student's last three quarters of study.

On receiving Senior standing, the student will be put in the care of a member of the Faculty in whose field he intends to place the major emphasis of his course and under whose direction he will write his graduation thesis.

The graduation thesis must be prepared under the direction of an instructor in the chosen department upon a subject approved not less than two quarters preceding graduation. After its acceptance in final form by the professor under whose direction it is written, ten weeks before graduation, an abstract must be made and the thesis presented orally to the Faculty eight weeks before graduation. Two bound copies of the thesis, typewritten or printed, must be furnished the Seminary before graduation.

The comprehensive examination is given in the fourth week before the end of the Spring Quarter. Only students completing residence requirements previous to or in the quarter in which the comprehensive examination is given may take the examination.

The regular course is usually distributed over three years, but by study during Summer quarters the time may be shortened to two and a quarter calendar years.

Regular classroom work equals at least three fifty-minute periods a day for four days a week. Each period continued throughout a quarter of approximately twelve weeks constitutes a course, which is the unit of credit. As a rule, not more than three and a fraction courses may be taken in any one quarter for credit.

Students wishing to receive credit for incomplete courses must make up the deficient work by the end of their next quarter in residence, or, if out of residence, within eighteen months after the quarter in which the Incomplete was received.

Students who have done their work for two years or more in the Seminary and whose standing throughout the course is of unusual excellence are awarded the degree "with honor," "with high honor," or "with highest honor."

B. THE MASTER OF ARTS DEGREE

The Seminary has recently established three professional courses leading to its own Master of Arts degree. (This degree is not to be confused with the Master of Arts degree granted by the University of Chicago; see p. 34.) These three sequences are as follows:

Religion and the Arts, designed to provide special preparation for those who as pastors or assistants or in some other capacity will have the direction of cultural and leisure-time activities in a modern parish.

Church Social Work, designed to provide special preparation for those who expect to become church social workers. Students making application for a degree in the field must satisfy the Director of Studies that they have had adequate prerequisites in the social sciences.

Religious Education, designed to provide special preparation for those who expect to have the direction of religious education in a modern parish.

Each of these sequences requires the following:

1. The degree of Bachelor of Arts from an accredited college, or an equivalent degree. Deficiencies in general cultural undergraduate courses, or in foundational studies which they presuppose, may be met by completing the necessary courses in the University of Chicago, or other accredited colleges or universities, or by passing examinations.

2. A total of sixteen courses as follows:

- a) Eight foundational courses, selected after conference with the Director of Studies and chosen from the following departments (excepting the department in which the student specializes):

Old Testament, New Testament, Church History, Christian Theology, Social Sciences in Religion, Preaching and Parish Ministry, Religious Education, Religion and the Arts, Speech.

- b) Four specialized courses in the field of the student's specialization, i.e., in Church Social Work, Religion and the Arts, or Religious Education.
- c) Three elective courses either in the Seminary or in the University in cognate fields.
- d) At least one course in supervised field work. In addition, candidates for the degree in Religion and the Arts must have one course in drama-directing; candidates for the degree in Church Social Work must have a summer's work at the Elgin State Hospital or its equivalent; candidates for the degree in Religious Education must have a second course of supervised field work in a church school.

3. Application for candidacy must be filed with the Director of Studies in the quarter prior to that in which the degree is to be conferred. Before this application can be filed, the student's choice of a field of interest, of a thesis subject, and of proposed specialized and elective courses must have been approved by the student's adviser.

4. A satisfactory thesis, on an approved subject, written under the direction of the adviser in the field chosen, and presented to the Faculty in an oral interpretation. The subject must be approved by the adviser at least four months before the degree is conferred, and two typewritten bound copies furnished the Seminary before graduation.

5. A final comprehensive examination.

6. Courses from other graduate institutions may be presented for credit provided they are approved by the Director of Studies, but at least nine of the sixteen courses must have been taken in the Seminary.

Students may not take a Master of Arts degree and a Bachelor of Divinity degree in the same field.

It is theoretically possible for a student to secure both these degrees in nine quarters of residence; but it is not advisable to do so, partly because of the extra work involved in a second thesis and partly because the exigencies of a time schedule often interfere with the possibility of selecting the courses appropriate for the foregoing degrees within the nine quarters. Students therefore may expect, and are advised, to spend at least ten quarters in residence if they desire to take both degrees.

Courses of Instruction

FIELDS OF INSTRUCTION

- I. BIBLICAL STUDIES
 - A. Old Testament
 - B. New Testament
- II. HISTORICAL AND THEOLOGICAL STUDIES
 - A. Church History
 - B. Historical Theology
 - C. Contemporary Theology
 - D. Philosophy of Religion
- III. THE SOCIAL SCIENCES IN RELIGION
 - A. Social Ethics and the Sociology of Religion
 - B. Psychology and Mental Hygiene
- IV. PREACHING AND PARISH MINISTRY
 - A. Preaching and Pastoral Care
 - B. Religious Education
 - C. Missions
- V. RELIGION AND THE ARTS
 - A. Public Speaking
 - B. Biography, Literature, Drama, Arts and Crafts
 - C. Music

A NOTE TO STUDENTS ON COURSE SELECTION

Every student for the ministry should select his courses so that by the time he graduates he will have an understanding of:

1. *The spiritual experience of the past* as recorded in the Bible and elsewhere and interpreted in the thought of the great theologians and philosophers.
2. *The needs of human beings today*, individual and social, as revealed by the social sciences.
3. *The arts and skills of bringing the spiritual experience of the past and the resources of a living Christian faith to the individual and social needs of people today.*

This Seminary is continually striving to adapt its curriculum to provide such an understanding. It has pioneered in the introduction of new features to meet the needs of succeeding generations. Hebrew and Greek

have been made elective. Courses in Social Ethics, Psychology, Mental Health, Religious Education, Biography, Literature, Drama, and Music have been added to the traditional disciplines in Bible, Theology, Church History, and Homiletics; and these disciplines themselves have been re-oriented in the light of contemporary needs.

Each student is expected to work out his own curriculum (in consultation with the Director of Studies), including such courses as are essential to his professional training. In order to assure an adequate spread of courses, and in view of the comprehensive examinations, every student is advised to take at least two courses in each of the following fields: Old Testament, New Testament, Church History, Theology, the Social Sciences in Religion, Parish Ministry, Religious Education, and Religion and the Arts. Of the twenty-nine courses necessary for the B.D. degree, the required courses are: Bible, four; public speaking, one; supervised field work, one; and P.T. S328, a half-course, "Practical Problems of the Minister."

The biblical requirement includes the New Testament course, "The Religion of Jesus" (N.T. S301) and one other introductory course in the New Testament (N.T. S302 or S304); two introductory courses in the Old Testament (O.H. 307, 308, or 309). For one of the latter may be substituted courses on the use and appreciation of the Bible offered by the Department of Practical Theology (P.T. S301 or S352) or the course, "The Old Testament as Literature" (P.T. S336).

Supervised field work is related to the type of activity for which the student is fitting himself and may be taken as the situation warrants.

Twenty-two and one-half courses are open to the free election of the student, in consultation with the Director of Studies. Approximately three hundred courses of study are listed in the following pages. Unlisted courses in various departments of the University may be drawn upon in curriculum construction for the individual student.

During his third quarter in residence each student shall review his decision to enter upon Christian service; he shall also present to the Director of Studies a tentative curriculum for the rest of his course covering the various fields of theological instruction.

It is desirable for students so to plan their work that they will have, during the last quarter, only two or two and one-half courses, in order to free their time for theses and comprehensive examinations.

Courses meet daily, Tuesday to Friday, during the twelve weeks of a quarter. A half-course meets for two hours a week during a quarter. Three courses or three courses and a fraction usually constitute full work for a quarter. Courses having "S" prefixed to the number are given by Seminary instructors; others are given by instructors who are members of both

the Seminary and the Divinity School faculties, or by instructors in the University.

Students register at the opening of each quarter with the Registrar of the Seminary for all courses taken, whether in the Seminary or University. No payment of fees for University courses is necessary if students meet the academic standards set by the University. A student is allowed to register as visitor in one course only.

The following courses are scheduled for the year 1939-40 (Autumn, Winter, and Spring quarters; the Seminary offers no instruction during the Summer of 1939).

For the courses offered by the Divinity School see pages 37-41.

I. BIBLICAL STUDIES

This Seminary is a member of the American Schools of Oriental Research which carries on archeological studies in Bible lands. This opens up possibilities of study in Palestine for our students.

A. OLD TESTAMENT

The Seminary and the Divinity School both make use of the Department of Oriental Languages and Literatures of the University of Chicago for instruction in the Old Testament. Three introductory courses (O.H. 307, O.H. 308, and O.H. 309) will give the student an understanding of contemporary interpretations of the Old Testament. At least one of them is required for the B.D. degree (see p. 18). They may be supplemented by courses designed to facilitate the use of the Bible in preaching and teaching, e.g., P.T. S301, S352.

The courses offered by Professor Irwin and Professor Bowman's course O.H. 309, though not prefixed with the letter "S," count as Seminary courses and may be taken without regard to the two-and-one rule.

In addition to the introductory courses in the Old Testament, the Department offers for specialized study a wealth of courses in the language, literature, and culture of the ancient Near Orient, including Akkadian, Arabic, Aramaic, Egyptian, Hebrew, Hittite, Islam, Syriac, and Sumerian.

1. Old Testament History

O.H. 307. Old Testament History I.—The beginnings of Old Testament literature and history. Autumn, IRWIN.

O.H. 308. Old Testament History II.—History and prophecy. Winter, IRWIN.

O.H. 309. Old Testament History III.—History and Judaism. Spring, BOWMAN.

2. Language and Literature

- O.T. 301. Hebrew Language I.—Autumn.
O.T. 302. Hebrew Language II.—Winter.
O.T. 303. Hebrew Language III.—Spring.
O.T. 345. Pre-Exilic Legal Systems.—Autumn, IRWIN.
O.T. 415. Research in Special Introduction.—Autumn, IRWIN.
O.T. 421. Prophets of the Eighth Century.—Winter, IRWIN.
P.T. S336. The Old Testament as Literature.—Spring, EASTMAN.

B. NEW TESTAMENT

The entering student will naturally begin his work in the New Testament with a course, "The Religion of Jesus" (S301), offered every year in the Autumn Quarter. This may be followed in the Winter Quarter by an introduction to the Letters of Paul and other early Christian writings (S302 or S300). In a third course (S304) the student may review the other religions of the Empire and learn the fascinating story of how the Christian gospel met them on their own ground.

Students who wish to specialize in New Testament for the B.D. degree are advised after taking these three introductory courses to select three or more additional courses which shall include one upon the Life of Jesus, one upon the Religion of Paul, and one upon the Gospel of John. Students may obtain the degree of A.M. in New Testament given by the University of Chicago. The requisite courses and other requirements may be determined in consultation with the University chairman of the Department.

The New Testament Club of the University and Seminary holds meetings once in three weeks for the review of current literature and the discussion of subjects connected with New Testament study.

1. Introductory Courses

N.T. S300. Survey of the New Testament.—This course surveys the entire content of the New Testament in the light of modern scholarship. It is designed to give students an understanding of the great personalities, themes, and events as described in the Gospels, the Acts, the Epistles, and the Book of Revelation. It is adapted to students who can take only a minimum of work in this field. Winter, ROBINSON.

N.T. S301. The Religion of Jesus.—The relation of Jesus to Judaism; his ideal of personal character; his prayer life; teaching about the Kingdom of God; the inner dynamic of his religion. Autumn, ROBINSON.

N.T. S302. The Literature of the New Testament.—Occasion, purpose, and content of each book of the New Testament, with special emphasis upon Paul's letters in relation to his career and upon the Synoptic Gospels in relation to one another and to their sources. Winter, 1941, ROBINSON.

N.T. S304. Growth of Early Christianity.—Judaism in the time of Jesus, early Jewish Christianity, the religions of the Roman Empire, the message of Paul, and the Gospel of John in the light of contemporary ideas. Spring, ROBINSON.

2. History and Teaching

N.T. S310. Problems in the Life of Jesus.—The birth of Jesus, his baptism, temptation, messiahship, miracles, crucifixion, resurrection, and second coming. Research. Winter, 1941, ROBINSON.

N.T. S313. The Life and Religion of Paul.—Paul's character as a man; Jewish religious ideals; Hellenistic influences; significance of his conversion; his Christian message in relation to Greek popular philosophies and religions; the social import of his teaching. Autumn, ROBINSON.

N.T. S316. Contribution of the Papyri.—History of their discovery and publication; lines along which they have influenced New Testament interpretation; reading of selected texts. ROBINSON.

3. Interpretation

N.T. S356. The Gospel of Luke.—Interpretation; comparison of accounts; teachings of the parables; general view of Jesus' ministry and mission. Winter, ROBINSON.

N.T. S358. The Gospel of John.—Essential characteristics; author and purpose; Johannine conception of Jesus; interpretation of chapters of the Gospel in the light of the Ephesian situation and the religious language and ideas of the time. Spring, ROBINSON.

II. HISTORICAL AND THEOLOGICAL STUDIES

In the fields of Church History and Historical Theology the combined resources of the Seminary and the University make possible the offering of a great variety of courses. *First*, general courses intended to give the student a view of the development of the life and thought of the church from the beginning to the present day. Some of these courses are surveys of special phases of Christian history. *Second*, special courses covering more limited chronological fields or devoted to the study of particular movements or particular countries. Students who desire to specialize in Church History or Historical Theology have an opportunity to study the general and special problems of the various historical types of Christianity in its expansion to all parts of the world since the days of the Roman Empire.

Students who are preparing for the pastorate are advised to take courses C.H. S301, C.H. S302, and C.H. S304. Candidates for the B.D. degree in Church History are required to take, in addition to the foregoing courses, four other courses in Church History or Historical Theology selected in consultation with the instructor.

Candidates for the B.D. degree in Historical Theology are required to take courses C.T. 321, C.T. 322, C.T. 323, and four other courses in Historical Theology or Church History selected in consultation with the instructor.

A. CHURCH HISTORY

1. History of Western Christianity

C.H. S301. History of Ancient Christianity.—A survey of the beginnings of early Christianity and its development, both East and West to *ca.* A.D. 800; Christianization of the European nations; the role of early monasticism. Autumn, SPINKA.

C.H. S302. Christianity in the Middle Ages and the Reformation Period (800-1600).—This course comprises the Middle Ages, Scholasticism, and the Reformation, with special emphasis upon the life and influence of Luther and Calvin. Winter. SPINKA.

C.H. S304. History of European Christianity in Modern Times (1600—).—A survey course, stressing particularly the rise of various Protestant denominational bodies, the period of Pietism, of the Enlightenment, and the nineteenth-century theological development, culminating in the ecumenical movement. Spring. SPINKA.

C.H. S360. Congregationalism in American Culture.—A survey of the history of Congregationalism from its English origins throughout its American development. $\frac{1}{2}$ C., SPINKA.

2. History of Eastern Christianity

C.H. 310. History of Eastern Orthodox Christianity.—The rise and development of the Byzantine church; the Great Schism, and the causes of the downfall of the Byzantine Empire; the rise and development of national Orthodox churches of the Balkans and of Russia. Autumn. SPINKA.

C.H. 351. History of Thought in the Eastern Orthodox Churches.—A survey of the development of Christian thought in Eastern Christendom, from Clement of Alexandria to the present. Byzantine and Greek theologians; the Russian religious thinkers, including men like Tolstoy, Dostoyevsky, Khomyakov, Solovov, and Berdyaev. SPINKA.

C.H. 359. Russian Christianity under the Soviet Regime.—The cultural background of the Russian Revolution; the gradual disintegration of the Russian Orthodox church; the anti-religious activities of the Communist party and the Russian government. SPINKA.

C.H. 410. Seminar in the History of the Orthodox East.—Research in specific areas and subjects in the history of the Byzantine and the national Orthodox churches. *Prerequisite:* *History of Eastern Orthodox Christianity, or the consent of the instructor.* Winter. SPINKA.

3. History of Religions and Missions

C.H. S370. History of Non-Christian Religions.—Origins of religion and its development into the great living religions of mankind with special emphasis upon the modern situation. Spring, SPINKA.

C.H. S380. New Trends in Modern Missions.—A historical survey of modern missions, leading up to the consideration of the modern problems raised by the "Re-thinking Missions" survey, with special reference to the work of the American Board of Commissioners for Foreign Missions. $\frac{1}{2}$ C., SPINKA.

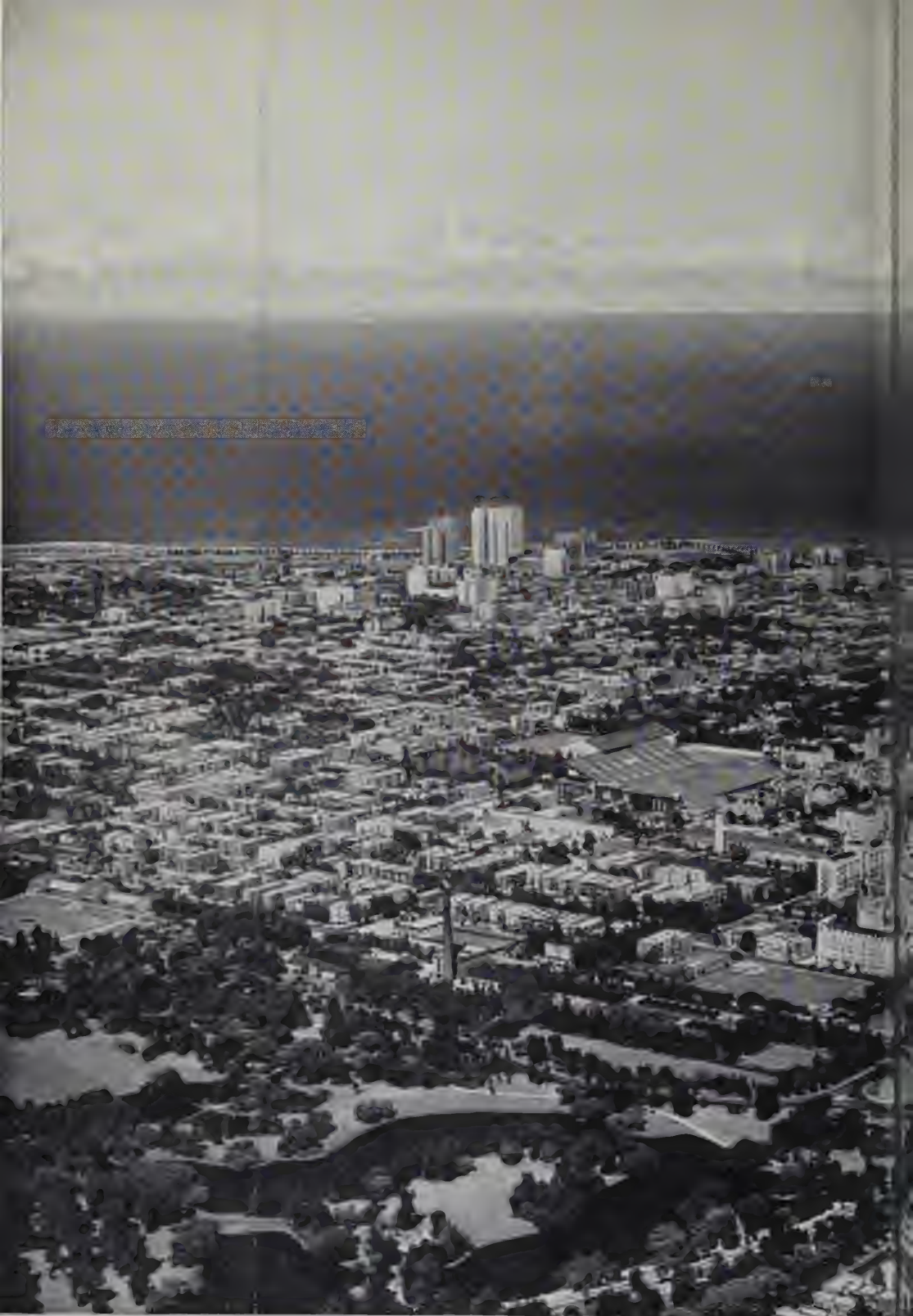
B. HISTORICAL THEOLOGY

C.T. 309. Representative Christian Thinkers.—A survey of the interpretation of the Christian religion as given by outstanding leaders in the classical periods of Christian history. Autumn, PAUCK.

C.T. 321. History of Christian Doctrine I.—A survey of the doctrinal development of the ancient church from the beginnings of Christianity to Augustine and John of Damascus. Autumn, 1940, PAUCK.



The Chancel of Graham Taylor Hall





oints to the Main Building of the Chicago Theological Seminary



The Seminary Players in a Scene from "The Teacher"



Candid-Camera Shot of a Fellowship Meeting

C.T. 322. History of Christian Doctrine II.—A survey of the theological systems of the medieval Scholastics and the Reformers. Winter, 1941, PAUCK.

C.T. 323. History of Christian Doctrine III.—A survey of the development of Protestant thought from the period of Orthodoxy to the present. Spring, 1941, PAUCK.

C.T. 326. The History of the Doctrine of Christ.—A study of the development of the doctrine of the person and work of Jesus Christ from New Testament times until the present. Winter, PAUCK.

C.T. 328. The History of the Christian Doctrine of Man.—From the Apologists to the present day. Autumn, AUBREY.

C.T. 329. German Idealism and Christianity.—A study of the interpretation of Christianity as given by the German Idealists, especially Lessing, Kant, Fichte, Hegel, and Schelling. Spring, PAUCK.

C.T. 330. Catholicism and Protestantism.—A comparative study of the Christian churches, sects, and denominations from the viewpoint of their cultus, theology, and organization. Spring, PAUCK.

C.T. 381. Social Forces in Christian Thought.—The development of Western theology from the Apologists to the present in relation to European social history and Christian institutional change. Spring, AUBREY.

C.T. 384. Social Aspects of Seventeenth-Century Theology.—The relation of Christian theology to social philosophies, with special reference to the basis of social community. Winter, AUBREY.

C.T. 421. The Cultural Significance of the Reformation.—A seminar on the theological, philosophical, and cultural interpretation of the Reformation as given by modern historians and theologians. Autumn, PAUCK.

C.T. 422. Schleiermacher's Theology and Its Influence.—A research course on Schleiermacher's "Speeches on Religion" and "The Christian Faith" and their influence on modern Protestant thought. Winter, PAUCK.

C. CONTEMPORARY THEOLOGY

As this issue of the catalogue number of the *Register* goes to press, Professor McGiffert has resigned (to accept the presidency of the Pacific School of Religion), and a new professor of Christian Theology has just been elected. We therefore list below the courses given until now by Professor McGiffert. The student will understand that the new instructor in this field will probably make changes in these offerings.

The aim of the courses in Contemporary Theology is to acquaint the student with the chief problems and interpretations of Christianity and to help him formulate his own faith in the light of contemporary culture.

Course S300 constitutes a brief introduction to the study of the field. In addition to the courses listed below, many others may be selected from the offerings in Science in Religion and in the Department of Philosophy of the University, as well as in the Divinity School.

Students who wish to major in Theology for the B.D. degree are required to select, in addition to S300, two courses in the first group (S301-S307) and three from the other fields of theological interest.

The degrees of M.A. and Ph.D. in Christian Theology are given by the Divinity School in accordance with the regulations of the University.

C.T. S300. Introduction to Christian Theology.—What is theology? The contemporary issues in the light of the history of Christian thought. The central convictions about God, Jesus, human nature, and salvation. MCGIFFERT.

C.T. S301. The Christian Interpretation of Human Nature.—Historical and constructive account of man's origin, destiny, needs, personality, freedom, sin, relation to nature and to society. MCGIFFERT.

C.T. S302. The God of the Christian.—The historical background of the contemporary tensions in Christian thinking will serve as a basis for formulating a constructive statement regarding character of God, the relation of God to nature and to human beings, the Kingdom of God, revelation, prayer, etc. MCGIFFERT.

C.T. 302. Outlines of Christian Theology.—The conceptions of man, God, salvation, and Jesus Christ are discussed against their historical backgrounds; and the student is required to write an outline statement on his own position. Winter, AUBREY.

C.T. S303. The Christian Life.—Its development; aids and hindrances thereto: Bible, sacraments, church, worship; the missionary enterprise; ethical standards and incentives. MCGIFFERT.

C.T. S305. The Christian Conception of Salvation.—Historical and constructive. MCGIFFERT.

C.T. S306. The Significance of Jesus.—Christology of the past and for the present. MCGIFFERT.

C.T. S307. The Future Life.—The Christian eschatology, personal and social. MCGIFFERT.

C.T. S317. Development of American Religious Thought.—MCGIFFERT.

C.T. S332. Prayer.—MCGIFFERT.

C.T. S336. Contemporary Theological Trends.—Anglo-Catholicism, Buchmanism, Neo-Calvanism, ecumenism, the new scholasticism, spiritualism, etc. MCGIFFERT.

C.T. 337. Church and State in Contemporary Christian Thought.—Recent relations of the churches to the state in Europe; theological issues involved, church and state as aspects of the public mind; solutions proposed. Autumn, AUBREY.

C.T. S416. Seminar in American Religious Thought.—MCGIFFERT.

C.T. S417. Jonathan Edwards and His Successors.—Research course. MCGIFFERT.

C.T. S419. Experience and Theology.—The interpretation of the experience of individuals in trouble from the standpoint of the theologian. Large use will be made of biographical, autobiographical, and other case material. Joint research course. Consent of instructors required. MCGIFFERT, BOISEN.

C.T. 482. The Basis of Religious Community.—Seminar. Prerequisite: Consent of instructor. Spring, AUBREY.

D. PHILOSOPHY OF RELIGION

C.T. 362. Introduction to the Philosophical Study of Religion.—The task of philosophy in criticizing religious concepts and in offering a constructive religious world-view; philosophical methods in relation to religion; outstanding contemporary philosophies of religion; constructive proposals for a religious world-view. Spring, WIEMAN.

C.T. 366. Religion and Theory of Value.—How can the genius of Christianity and modern theory of value be combined to the end of empowering each and finding the Way of Life in a time of confusion. Autumn, WIEMAN.

C.T. 373. Christianity and Naturalism: Their Interrelations.—Autumn, WIEMAN.

C.T. 400. Research.—Prerequisite: Consent of instructor. AUBREY, HOLT, WIEMAN, PAUCK.

C.T. 470. Seminar in Theory of Value.—Spring, WIEMAN.

III. THE SOCIAL SCIENCES IN RELIGION

A. SOCIAL ETHICS AND THE SOCIOLOGY OF RELIGION

Christianity as a social force is always in touch with the social order. It comes in conflict with the social order in its ethical codes. The church as an institution is molded and shaped by the social forces which are abroad in society. Individual Christians meet the crises of their lives in the conflicts of the social order. In the courses planned in the Department of Social Ethics, an attempt is made to recognize and evaluate these social contacts of Christianity. Great emphasis is laid on the study of the actual situations and in the report of these situations to the class by the case method. Because of the close alliance existing between this department and the economics and sociological departments of the University, ample opportunity is given to the student to pursue studies not covered in the curriculum of the Seminary.

Courses given by Professor Holt, though not prefixed with the letter "S," are Seminary courses and may be taken without regard to the two-and-one rule.

C.T. 341. Introduction to Christian Ethics.—The basis, the function, and the contemporary task of Christian ethics; relation of ethics to theology; the nature of mores and their institutionalization; conditions demanding a reorientation of ethical thought in contemporary society; the church as an agency of individual and social moral control as illustrated by some concrete cases. HOLT.

C.T. 342. The Church and the Modern Social Order.—A study of social action and theory of the Christian church as it has confronted the succeeding social orders from its earliest period to the present. Winter, HOLT.

C.T. 343. The Development of the Social Consciousness of the American Church.—The social attitude of the American Protestant churches during the Colonial period, the settlement of the prairies of the West, and the modern industrial period. Autumn, HOLT.

C.T. S344. The Urban Community.—The nature of urban communities with special reference to their influences upon religious practices and institutions. Spring, KINCHELOE.

C.T. 346. Urbanization and Rural-Urban Conflict.—The conflict between urban and rural life, and its significance for the church. HOLT, GREENE.

C.T. 347. Church, Community, and State.—HOLT.

C.T. 348. Christianity and Modern Vocational Ethics.—An inductive study of the developing ethical codes of modern social groups. HOLT.

C.T. S349. Community and Institutional Analysis.—Methods of social investigation. KINCHELOE.

C.T. 350. The Rural Community and the Progress of the Rural Church.—Autumn, KINCHELOE, GREENE.

C.T. 354. History and Philosophy of Philanthropy in America.—A historical survey of the relation of religion and philanthropy in the United States.

C.T. 357. The Church and the Family.—A historical survey and a description of the types of families in America. Spring, HOLT.

C.T. S358. Sociology of Religion.—Distribution of religious groups; relation of social unrest to rise of new movements; characteristics of the religious institution; social control exercised by religious groups. Winter, KINCHELOE.

C.T. S359. Social Disorganization and Personal Morale.—A sociological study of social disorganization and the relationship of personal morale to family, group, and community. Autumn, KINCHELOE.

C.T. 400. Research.—Winter and Spring, AUBREY, HOLT.

C.T. 446. Research in Urban Religious Life I.—Methods of studying problems in urban religious development. Prerequisite: Consent of instructor. Autumn, HOLT, KINCHELOE.

C.T. 447. Research in Urban Religious Life II.—Unusual problems developing in urban communities. Prerequisite: Consent of instructor. Winter, HOLT, KINCHELOE.

C.T. 448. Research in Urban Religious Life III.—Special attention given to the church in the urban community. Prerequisite: Consent of instructors. Spring, HOLT, KINCHELOE.

B. PSYCHOLOGY AND MENTAL HYGIENE

P.T. S316. Pastoral Counseling.—How the psychiatric approach may help the pastor to understand and deal wisely with critical life-situations and secure better personality adjustments among his parishioners. Spring, PALMER, BEATTY.

P.T. S327. Religion and Mental Health I.—An approach to the understanding of normal religious experience through the study of cases of inner defeat and inner victory. Autumn, BOISEN and BEATTY.

P.T. S329. Religion and Mental Health II.—This course presupposes P.T. S327 but will deal more directly with methods of handling maladjustments of personality. It will be based on problems illustrated in case studies of maladjusted individuals but will attempt at the same time to relate these to the significant problems of ordinary life. Winter, BEATTY and BOISEN.

C.T. S419. Experience and Theology.—The interpretation of the experience of individuals in trouble from the standpoint of the theologian. Large use will be made of biographical, autobiographical, and other case material. Joint research course. Consent of instructors required. BOISEN and OTHERS.

IV. PREACHING AND PARISH MINISTRY

Preaching and parish ministry represent the established order of church work for many generations past but are to be dealt with in fresh and modern ways so that the minister may be equipped to meet the exacting demands of today. Courses include preaching, both in theory and in practice, church polity, and ministerial ethics, the organization and administration of local parishes, pastoral care, and the conduct of public worship. Courses in Missions indicate ecumenical interests beyond the local church. Supervised field work in churches and social institutions, together with a seminar for discussion of actual experiences in such situations, provides a laboratory as well as a classroom approach.

Religious education courses seek not only to train qualified young men and women to be directors of religious education with professional standards equivalent to those expected in secular education but also to equip the pastor to deal sympathetically and understandingly with youth, and to be the informed and stimulating guide of his church school and young people's program.

Certain courses in this department may be used toward the degree of A.M. granted by the University, subject to the regulations pertaining to that degree.

A. PREACHING AND PASTORAL CARE

P.T. S201. The Business Administration of the Church.—Church finance, publicity, office management, correspondence, filing, conventions, care of property, and the general business organization of the church. $\frac{1}{2}$ C., CASHMAN.

P.T. S300. Principles of Preaching.—The planning of sermons: sources, topics, texts, introductions, outlines, illustrations, conclusions. Great sermons analyzed as to literary skill, effective organization, psychological insight, and spiritual power. Winter, PALMER.

P.T. S301. The Minister's Use of the Bible.—Winter, 1942, New Testament; Winter, 1941, Old Testament. Assumes a knowledge of critical scholarship; deals with literary forms, basic ideas, miracles, and other issues involved in the interpretative use of the Bible. $\frac{1}{2}$ C. Winter, PALMER.

P.T. S303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: Courses S300, 301, and Sp. 221, or their equivalents. Spring, PALMER, GILKEY, EDWARDS.

P.T. S311. Field-Work Course.—Reports, discussions, pertinent readings, and field supervision. Required of all students engaged in field work. Minimum of seven hours of field work and one conference period weekly throughout year. C. for three quarters, Autumn, Winter, Spring, ALDERTON.

P.T. S312. Christian Worship.—Structure of worship services. Source materials in classic liturgies and elsewhere. Public prayer. Creation of appropriate liturgical forms for various occasions. Relation to music and architecture. $\frac{1}{2}$ C. Winter, PALMER.

P.T. S316. Pastoral Counseling.—How the psychiatric approach may help the pastor to understand and deal wisely with critical life-situations and secure better personality adjustments among his parishioners. Spring, PALMER, BEATTY.

P.T. S320. Preaching the Social Gospel in the Modern Church.—The molding of public opinion through preaching, with particular consideration of the theological, liturgical, ecclesiastical, and ethical reconstruction required to invest the social gospel with religious reality. MORRISON. [Not given in 1939-40.]

P.T. S322. Church Administration.—A comprehensive survey of the organization and activities of the modern church. Practical publicity and business methods. Congregational polity and denominational relationships. Ministerial ethics. *Required for B.D.* Autumn, PALMER.

P.T. S323. Rural Religious Life.—Parish surveys, class presentations, personal conferences, and field trips. Open to all students in town and country churches, and to those engaged in related research. $\frac{1}{2}$ C. Autumn, ALDERTON.

P.T. S328. Conference on Practical Problems of the Minister.—Here President Palmer takes up with the Senior class topics of their own choosing. Instruction in church polity is given, especially as regards ordination, and an ordination paper is written. *Required for B.D. degree.* $\frac{1}{2}$ C. Spring, PALMER.

B. RELIGIOUS EDUCATION

P.T. S340. Introduction to Religious Education.—SNYDER.

P.T. S341. The Philosophy of Religious Education.—SNYDER.

P.T. S342. Church School Organization and Administration.—SNYDER.

P.T. S345. The Arts and Crafts in Religious Education.—Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Sand-table work, folk games and dancing, and the making of dioramas will be included. Spring, 1941, HAYDON.

P.T. S350. Programs for Young People in the Church.— $\frac{1}{2}$ C., ALDERTON.

P.T. S351. Adult Education in Church and Community.—The educational approach to programs of recreation, study, public discussions, and social action. Visits to forums, settlements, church centers, and social agencies. $\frac{1}{2}$ C., Winter, ALDERTON.

P.T. S356. The Personality Principle in Religious Education.—Personality in relation to the physical world and society. Processes of personality growth. The genesis of religious experience in childhood. Principles of religious development of personality. The church's concern for persons. SNYDER.

P.T. S357. The Educational Process in Religion.—Historical approaches to education in religion. Prevailing theories of religious education. The relative place of teacher, pupil, and curriculum in educational method. Criteria of effective Christian education.

P.T. S358. Problems in Religious Education.—Designed for students whose major field is religious education, and for others desiring a critical review. Theses and studies presented on problems of leadership, reports on promising experiments, and summaries of reconstructive efforts both in professional organizations and local church groups. $\frac{1}{2}$ C., ALDERTON.

P.T. S359. Planning of Summer Programs.—Practical planning for vacation schools, summer camps, young people's conferences, and religious services in larger parishes and varied types of summer fields. Review of materials, student field reports, and educational points of view underlying a varied program of recreation and religious activities. $\frac{1}{2}$ C., Spring, ALDERTON.

P.T. 348. Supervision of Religious Education.—Analytic study of procedures in religious education to identify critical places in educational guidance. Training of lay workers, teachers, and other leaders, and improvement of outcomes. Methods for visitation, conference, and co-operative supervision. Problem of keeping all activities on a religious level. Spring, CHAVE. [Not given in 1939-40.]

P.T. 351. Religious Development in Adult Life.—Critical problems of adult life and significance of religion and religious organizations thereto. Educational versus exhortative methods with adults. Evaluation of existing agencies, and programs. Relation to general adult-education movement. Responsibility in leadership training. Spring, CHAVE. [Not given in 1939-40.]

P.T. 360. Measuring the Religious Growth of Persons.—Measurement as a technique of research in religious education. Study of practical methods and available instruments. Principles of test construction. Two days a week given to statistics to develop needed skills in reading research materials and in common use of quantitative data. Autumn, CHAVE. [Not given in 1939-40.]

P.T. S360. The Educational Work of the Church.—The church as the operational field of religion. A systematic analysis of the program of the church including worship, schools, summer activities, young people's interests, adult education, community service, social action, with a view to conceiving religion as an educational force in individual, church, and community.

P.T. 364. Religious Development in Children.—A genetic approach to religious education. The foundations in childhood experiences of religious ideas, interests, and activities. Laws of personality growth and significance thereto of religion. Evaluation of current objectives, methods, and materials. The minister's responsibility and opportunity in relation to children. Basic economy in this approach for the total church program. Autumn, CHAVE. [Not given in 1939-40.]

P.T. 365. Religious Development in Adolescence.—Factors conditioning personality growth during adolescence. Relation of church programs for young people to life-situations of youth. Study of methods, materials, and programs. Opportunity for special investigation of high-school, college, or working groups. Experiences vital to philosophy of life and social effectiveness. Winter, CHAVE. [Not given in 1939-40.]

P.T. 460. Construction and Use of Research Instruments.—Analysis of various types of research in religious education and instruments used. Practice in construction of schedules, tests, and scales. Guidance in individual projects. Prerequisite: P.T. 360 or courses in statistics and measurement. Winter, CHAVE. [Not given in 1939-40.]

C. MISSIONS

C.H. S370. History of Non-Christian Religions.—Origin of religion and its development into the great living religion of mankind, with emphasis upon the modern situation. Spring, SPINKA.

C.H. S380. New Trends in Modern Missions.—A historical survey of modern missions, leading up to the consideration of the problems raised by the "Re-thinking Missions" survey, with special reference to the work of the American Board of Commissioners for Foreign Missions. SPINKA.

P.T. S380. Christianity and Its World-Relations.—The expansion of Christianity in the light of (a) the present disturbance within the missionary enterprise, (b) the new movements and attitudes emerging in the contemporary world-situation, and (c) the cultural history of Christianity itself. A constructive examination of the missionary motive. MORRISON. [Not given in 1939-40.]

P.T. S381. Christianity and World-Peace.—MORRISON. [Not given in 1939-40.]

V. RELIGION AND THE ARTS

A. PUBLIC SPEAKING

The purpose of the courses in Public Speaking is to provide the three types of work necessary for the mastery of the methodology and skill required for effective public speaking by religious leaders. These types of work are (1) the development of adequate personal habits of speech, including habits of thought, language, voice, and action; (2) the oral interpretation of the cultural and religious heritage of literature; and (3) the power to carry the religious message of Christianity to the world through original speaking either in the field of preaching or in the field of teaching. In order to rise above the level of mere competency, the religious worker needs the benefits of each of these three types of study.

Candidates for the M.A. degree in Public Speaking are subject to the general University regulations for the Master's degree. All courses in Public Speaking though not prefixed with the letter "S," are Seminary courses and may be taken without regard to the two-and-one rule.

Sp. 221. Fundamentals of Speech.—Advanced consideration of the four disciplines of speech: thought, language, voice, and action. Techniques for establishing good speech habits through functional integration of mental processes, language processes, and vocal and physical co-ordinations. Standards and methods of reading and speaking in public. Winter, EDWARDS.

Sp. 300. Interpretative and Choral Reading.—The art of interpretative reading applied to the Bible and to various forms of literature such as poetry, stories, and drama. Contributions of literary criticism and aesthetics to the oral interpretation of literature. Special study of choral reading, including: basic principles, selection of appropriate materials, types of choral reading, problems of directing, relation to literary appreciation and public performance, relation to the church, the theater, and the radio. Autumn, EDWARDS.

Sp. 301. Radio Speech.—Special radio requirements of voice and diction. Poise, spontaneity, naturalness, and variety in radio speech. Microphone technique and the use of manuscripts. Preparation and delivery of radio talks. Problems of radio forums round tables, panel discussions, and interviews. Radio reading of poetry, drama, and other literature. Spring, EDWARDS.

Sp. 302. Voice and Phonetics.—The structure and functioning of the vocal mechanism, the nature of vocal sound, the psychological aspects of voice and phonetics. Techniques for establishing good habits of tone production, articulation, pronunciation, and interpretative vocal variety. Standards for judging voice and phonetics in their relation to conversation, group discussion, public speaking, preaching, interpretative reading, and radio. Winter, EDWARDS.

P.T. 303. Practice in Preaching.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: Course 301 and Public Speaking 221, or their equivalent. Spring, GILKEY, PALMER, EDWARDS.

Sp. 304. Theory and Practice in Persuasion.—The basis of the art of influencing conduct through speech. Analysis of factors which determine human conduct; evaluation of techniques of influencing conduct; relation of basic principles of persuasion to various types of speaking, including public address, radio, and preaching. Autumn, EDWARDS.

Sp. 305. Oral Interpretation of Literature.—EDWARDS.

Sp. 306. Oral Interpretation of Poetry.—Principles of aesthetics and literary criticism applied to the oral interpretation of poetry. The art of interpretative reading considered as a means of understanding, appreciating, and sharing the substance and patterns of classical and modern poetry. Evaluation of techniques for making poetry a significant experience in modern life. EDWARDS.

Sp. 307. Oral Interpretation of Drama.—EDWARDS.

Sp. 308. The Psychology of Speech.—Among the problems considered in this course are the following: the nature of speech; the development of speech in its relation to mental processes; vocal and physical manifestation of mental processes in speech; speech as a means of social adaptation and control; speech and personality. EDWARDS.

Sp. 309. The Teaching of Speech.—EDWARDS.

Sp. 310. The Literature of Public Address.—A critical analysis of great classic and modern speeches. Application on the results of this study to contemporary public address, preaching, and radio speaking. Spring, EDWARDS.

Sp. 311. Classics of Speech Criticism.—EDWARDS.

B. BIOGRAPHY, LITERATURE, DRAMA, ARTS AND CRAFTS

Ministers and educators need increasingly the interpretation of life in literature, biography, drama, music, and the fine arts. They need also stimulus to the imagination and creative expression which comes from study and practice of these arts. The following courses open to the student these sources of power.

P.T. S330. Religious Values in Modern Drama.—A study and discussion of the dramas of John Galsworthy, G. B. Shaw, Eugene O'Neill, Maxwell Anderson, Philip Barry, Sidney Howard, Elmer Rice, Paul Green, T. S. Eliot, Sidney Kingsley, S. N. Behrman, P. V. Carroll, Thornton Wilder, and others, with special reference to their interpretation of the spiritual problems of our day. Spring, EASTMAN.

P.T. S331. Biographies: Thirteenth to Seventeenth Centuries Inclusive.—Studies in the lives of religious leaders, statesmen, artists, writers, scientists, and philosophers who were significant in the spiritual life of their generations. Included will be Francis of Assisi, Dante, Savonarola, Da Vinci, Michelangelo, Luther, Milton, Cromwell, George Fox, John Bunyan, John Locke, and others. Autumn, EASTMAN.

P.T. S332. Biographies: Eighteenth and Nineteenth Centuries.—Studies similar to those in S331, but for the later centuries. Among the biographies may be those of John Wesley, Benjamin Franklin, Thomas Jefferson, Jonathan Edwards, J. J. Rousseau, Goethe, Robert Owen, Beethoven, Walter Scott, Wordsworth, Carlyle, Emerson, Darwin, Dickens, Browning, Ruskin, and others. Winter, 1941, EASTMAN.

P.T. S333. Religious Drama.—Historical survey of the relation between religion and drama, followed by a reading and analysis of forty plays of spiritual power. Autumn, EASTMAN.

P.T. S334. Drama Practicum.—A project course in the selection, direction, staging, and lighting of religious plays for the church or parish house. Prerequisite: S333, Winter, EASTMAN.

P.T. S335. Religious Drama Writing.—Project work in the creation of religious dramas. Prerequisite: S333. Spring, 1941, EASTMAN.

P.T. S336. The Old Testament as Literature.—A study of the Old Testament in English for understanding and appreciation of it as literature. Spring, EASTMAN.

P.T. S337. Religious Journalism.—Practice in the art of expression through writing articles and editorials on religious subjects for various types of magazines, both secular and religious. Winter, EASTMAN.

P.T. S338A. The Literary Classics of Religious Significance: Prior to Nineteenth Century.—A study of some of the great poems, novels, and essays of importance to the spiritual life. Winter, 1940, EASTMAN.

P.T. S338B. The Literary Works of Religious Significance: Nineteenth and Twentieth Centuries.—Same as S338A, but for the nineteenth and twentieth centuries. Winter, 1941, EASTMAN.

Sp. 305, 306, and 307. Oral Interpretation.—EDWARDS (see Public Speaking).

P.T. S339. Christian Architecture.—Structural and aesthetic character of the historic styles; current movements in church building; symbolic decoration and practical problems. $\frac{1}{2}$ C. Winter, VOGT.

P.T. S345. The Arts and Crafts in Religious Education.—Practical instruction and demonstration in various arts and crafts involved in religious education programs, including daily vacation Bible schools. Winter, 1941, HAYDON.

C. MUSIC

Knowledge of music and taste in its selection are necessary parts of the equipment of every skilled pastor and church worker. All students with the necessary vocal and musical qualifications may sing in one or more of the several choirs at the University and are eligible to membership in the Seminary Singers. Seminary students are also eligible for membership in the University of Chicago Symphony Orchestra. Opportunities to hear music are manifold both on the campus and in the various concert halls downtown.

Mus. S292. Church Music in History and Practice I.—A survey of the development of the music of the Christian church from early Latin hymns to Bach. Practice in sight-reading will be included. $\frac{1}{2}$ C. Spring, 1941, SPACH.

Mus. S293. Church Music in History and Practice II.—History of rise and development of hymns from Bach to the present. Practice in harmonic analysis will be included. $\frac{1}{2}$ C. Spring. SPACH.

The Chicago Theological Seminary and the University of Chicago

1. *Terms of affiliation.*—In its affiliation with the University of Chicago, the Seminary maintains its autonomy and power to grant degrees, appoint instructors, and control its property; and it agrees to conform to the standard of scholarship and quality of teaching approved by the Divinity School of the University. Its regular students are matriculants in the University and share the general privileges of such registration.

2. *The two-and-one rule.*—The principle governing the selection of courses is that a Seminary student may pursue work in any department of the University but that only one-third of his work in any quarter may be non-Seminary courses. (Under certain conditions exceptions are made to this rule for Seminary students who are candidates for the Master of Arts degree given through the Divinity School of the University of Chicago.) This privilege is open only to students who meet the academic standards imposed by the Seminary and the University.

3. *Exchange professors.*—Certain members of the Seminary Faculty (Holt, Pauck, and Spinka) are also recognized as members of the teaching staff of the Divinity School, and in return, certain University professors (Irwin, Wieman, Aubrey, and Chave) are carried on our Faculty roll as exchange professors. Courses under exchange professors are available to students of both schools without additional fees.

4. *University degrees.*—Seminary students may secure the degree of Master of Arts in one of the departments of the Divinity School, in accordance with the rules of the University. Detailed information regarding this degree may be found in the annual *Announcements of the Divinity School*. By proper distribution of courses, students may plan to secure the Master's degree at the close of the second year of residence, while pursuing the course for the degree of Bachelor of Divinity from the Seminary. Holders of the Seminary's degree of Bachelor of Divinity may become candidates for the degree of Doctor of Philosophy in the University. Such candidates, on graduation from the Seminary, enter the University where at least one year's work is required for the Doctorate. For further information about degrees see pages 15-18.

5. *Athletics and health.*—The athletic facilities and all other privileges of the University open to graduate students are equally available to Seminary students.

Medical examinations and clinical service by University physicians and the first three days of University hospital care in case of illness are free of charge; room calls upon patients whose condition prevents them from going to the hospital are at reduced rates.

Within the first two weeks of entrance students are expected to secure health examination through the Student Health Service of the University.



The Faculty of the Divinity School

- ERNEST CADMAN COLWELL, D.B., PH.D., Dean of the Divinity School, Professor of New Testament Literature.
- EDWIN EWART AUBREY, D.B., PH.D., Professor of Christian Theology.
- WILLIAM CLAYTON BOWER, A.M., LL.D., Professor of Religious Education.
- CHARLES WHITNEY GILKEY, A.M., D.B., D.D., Professor of Preaching; Dean of the University Chapel; Associate Dean of the Divinity School.
- ALBERT EUSTACE HAYDON, D.B., PH.D., Professor of Comparative Religion.
- ARTHUR ERASTUS HOLT, PH.D., Professor of Social Ethics.
- WILLIAM A. IRWIN, PH.D., Professor of Old Testament Language and Literature.
- JOHN THOMAS MCNEILL, D.B., PH.D., D.D., Professor of the History of European Christianity.
- WILHELM PAUCK, TH.D., Exchange Professor of Historical Theology.
- WILLIAM WARREN SWEET, D.B., PH.D., D.D., Professor of the History of American Christianity.
- HENRY NELSON WIEMAN, PH.D., Professor of Christian Theology.
- JOHN ALBERT WILSON, PH.D., Oriental Institute, Professor of Egyptology; Director of the Oriental Institute.
- ARCHIBALD GILLIES BAKER, TH.B., PH.D., Associate Professor of Missions.
- ERNEST JOHN CHAVE, PH.D., Associate Professor of Religious Education.
- DAVIS EDWARDS, A.M., Associate Professor of Public Speaking.
- WINFRED ERNEST GARRISON, D.B., PH.D., Associate Professor of Church History.
- JOHN KNOX, D.B., PH.D., Associate Professor of Preaching.
- CHARLES THOMAS HOLMAN, A.M., D.B., Associate Professor of Pastoral Duties and Director of Vocational Training; Extension Secretary.
- DONALD WAYNE RIDDLE, D.B., PH.D., Associate Professor of New Testament Literature.
- HAROLD RIDEOUT WILLOUGHBY, D.B., PH.D., D.D., Associate Professor of New Testament Literature.
- CHARLES HARTSHORNE, PH.D., Assistant Professor of Philosophy.
- MATTHEW SPINKA, D.B., PH.D., Exchange Associate Professor of Church History.
- CECIL MICHENER SMITH, A.M., Assistant Professor of Music.
- RAYMOND A. BOWMAN, A.M., B.D., PH.D., Instructor in Oriental Languages.
- MASSEY HAMILTON SHEPHERD, JR., PH.D., Instructor in Divinity.
- ROBERT LOWRY CALHOUN, D.B., PH.D., Professor of Historical Theology, Yale University (summer).
- SHIRLEY JACKSON CASE, D.B., PH.D., D.D., D.C.L., Dean Emeritus of the Divinity School; Professor Emeritus of the History of Early Christianity.
- SHAILER MATHEWS, A.M., D.D., LL.D., Dean Emeritus of the Divinity School; Professor Emeritus of Historical Theology.
- EDGAR JOHNSON GOODSPEED, D.B., PH.D., D.D., Ernest D. Burton Distinguished Service Professor Emeritus of Biblical and Patristic Greek.
- IRA MAURICE PRICE, PH.D., LL.D., Professor Emeritus of Semitic Languages and Literatures.
- CLYDE WEBER VOTAW, D.B., PH.D., Professor Emeritus of New Testament Literature.
- HERBERT LOCKWOOD WILLETT, PH.D., Professor Emeritus of Old Testament Language and Literature.

Divinity School Courses

In addition to the Seminary courses described in the foregoing pages, the following courses offered by the faculty of the Divinity School are available for Seminary students under the two-and-one rule and under the arrangement for Exchange Professors (see pars. 2 and 3, p. 34). Scholarships covering courses in the Divinity School may be had by Seminary students who meet the necessary requirements. Consult the Director of Studies concerning these.

NOTE.—The titles of the courses by Professors Holt, Irwin, Aubrey, Pauck, Spinka, Wieman, and Edwards are printed in two places—in the Divinity School's list below and in the Seminary's curriculum on the preceding pages. To save space, the *descriptions* of these courses are printed in the Seminary's list only.

A. THE HISTORICAL FIELD

The Historical Field includes within its scope courses in the general history of religions, in the history of Hebrew and Jewish religion, and in the rise and expansion of Christianity.

C.R. 302. Introduction to the Study of Religions.—A study of methods in dealing with religions and a sketch of religious origins. Autumn, HAYDON.

C.R. 303. History of Religions I.—Indo-European religions (India, Iran, Greece, Rome, Teutons, Celts, and Slavs). Winter, HAYDON.

C.R. 304. History of Religions II.—Religions of the Far East (China, Japan, Egypt, Babylonia, Assyria, Judaism, and Islam). Spring, HAYDON.

C.R. 421. Religious Origins.—Autumn, HAYDON.

O.L.—O.H. 307. Old Testament History I.—The beginnings of Old Testament literature and history. Autumn, IRWIN.

O.L.—O.H. 308. Old Testament History II.—History and prophecy. Winter, IRWIN.

O.L.—O.H. 309. Old Testament History III.—A study of the political and cultural history of the Jews from the fall of Jerusalem to the Maccabean struggle, with special attention to the literature of the period. Spring, BOWMAN.

N.T. 304. Early Christianity in Its Gentile Environment.—Gentile influences in first-century Palestine; the Hellenists of Jerusalem; the transition to the gentile environment; the consolidation of the new movement; conflict and the social triumph of the church. Autumn, WILLOUGHBY.

C.H. 301. History of Ancient Christianity.—A survey of the beginnings of early Christianity and its development, both East and West, to *ca.* A.D. 800; Christianization of the European nations; the role of early monasticism. Autumn, SPINKA.

C.H. 302. Christianity and the European Nations (A.D. 800-1600). (Identical with History 328).—Winter, McNEILL (identical with S302), SPINKA.

C.H. 303. Christianity and the American People.—A survey of the rise and development of Christianity in America from earliest times to the present. Spring, SWEET.

C.H. 304. History of European Christianity in Modern Times (1600—). Spring, SPINKA.

C.H. 310. History of Eastern Orthodox Christianity.—Autumn, SPINKA.

C.H. 320. **The Church and the Early Frontier.**—A study of the frontier influence on American culture. Lectures and reports. Autumn, SWEET.

C.H. 326. **The History of Western Monasticism** (identical with History 319).—The ascetic tendency in religion; organized ascetism outside of Christianity; origin and early development of monasticism; monastic institutions in Italy and Gaul and in the Celtic churches; St. Benedict and the Benedictine order; conflict of monastic principles of "industry" and "poverty" illustrated in repeated decline and revival of monasticism in the Middle Ages; types of monastic piety; contribution of the monks to civilization and culture; and Renaissance revolt against the monastic ideal. Spring, MCNEILL.

C.H. 334. **Intellectual History of Europe in the Seventeenth Century.**—Spring, MCNEILL.

C.H. 336. **The Church and the Renaissance.**—Autumn, GARRISON.

C.H. 342. **The English Reformation.**—Autumn, MCNEILL.

C.H. 360. **Religion in Colonial America.**—A study of the religious and cultural influences exerted through the churches during the Colonial period. Autumn, SWEET.

C.H. 368. **Slavery Controversy and the American Churches.**—A study of American Christianity in contact with the institution of Negro slavery. Winter, SWEET.

C.H. 378. **The Era of the "Isms," 1815-60.**—A study of that period in American history characterized by widespread revivalism and the rise of such movements as Mormonism, Spiritualism, and the numerous communistic experiments. Winter, SWEET.

C.H. 380. **The Cultural History of Latin America.**—A survey of the cultural development of Latin America with especial emphasis upon religion and education. Spring, SWEET.

C.H. 398. **Christianity in the British Isles to the Norman Conquest.**—The rise, development, and characteristics of Christianity among the Celtic and Anglo-Saxon peoples; significance for Continental Christianity. Spring, SHEPHERD.

C.H. 408. **Research.**—Autumn, Winter, Spring, MCNEILL, SWEET, SHEPHERD.

C.H. 410. **Seminar in the History of the Orthodox East.**—*Prerequisite: History of Eastern Orthodox Christianity, or the consent of the instructor.* Winter, SPINKA.

C.H. 422. **Advocates of Church Reform from Grosseteste to Luther.**—Autumn, MCNEILL.

C.H. 454. **The History of Christian Social Thought.**—Winter, MCNEILL.

B. THE BIBLICAL FIELD

In these courses an opportunity is offered for study and research in language, literature, and interpretation of both the Old and the New Testaments, and the religious developments connected with the rise and preservation of the biblical writings. The courses dealing more specifically with the closely related historical phases of these developments have been listed in the Historical Field.

O.L.-O.T. 301. **Hebrew Language I.**—First lessons in Hebrew grammar by an inductive method. A grasp of the general structure of the language, with particular emphasis on the form of the strong verb, is the aim of this course. Autumn, BOWMAN.

O.L.-O.T. 302. **Hebrew Language II.**—Continuation of course 301 with stress on the so-called "weak verbs" and the classes of nouns. Winter, IRWIN.

O.L.-O.T. 303. **Hebrew Language III.**—Spring, IRWIN.

O.L.-O.T. 345. **Pre-Exilic Legal Systems.**—Autumn, IRWIN.

O.L.-O.T. 415. **Research in Special Introduction.**—Autumn, IRWIN.

O.L.-O.T. 421. **Prophets of the Eighth Century.**—Winter, IRWIN.

O.L.-O.T. 431. **Post-Exilic Narratives.**—Reading in the Hebrew text of such post-Exilic books as Ruth, Esther, Ezra, and Nehemiah. Spring, BOWMAN.

O.L.-O.T. 446. Research in Hebrew Inscriptions.—Autumn, BOWMAN.

O.L.-Aram. 309. Epigraphy.—Canaanite-Hebrew inscriptions. A study of the development of alphabetic writing in Palestine and Syria. Early Canaanite fragments, the Siloam inscriptions, the Moabite stone, and the Samaritan and Hebrew ostraca will be studied. Autumn, BOWMAN.

O.L.-Aram. 404. Research in Aramaic Epigraphy.—Spring, BOWMAN.

N.T. 302. The Literature of the New Testament.—The several books of the New Testament in relation to social problems in early Christian communities. The development of early Christian thought and experience as recorded in these writings. Winter, RIDDLE.

N.T. 310. The Life and Religion of Paul.—A study of primary and secondary sources for the knowledge of Paul's life; his career and his significance for the rise of Christianity. Winter, WILLOUGHBY.

N.T. 332. Jewish Literature of the New Testament Period.—A survey of the "apocryphal" and pseudepigraphical writings of late Judaism; introduction to the talmudic traditions and literature; Philo, Josephus, and Hellenistic Judaism. Autumn, WILLOUGHBY.

N.T. 336. Christian Literature to Eusebius.—Autumn, COLWELL.

N.T. 340. The Greek of the New Testament.—The study of the Greek New Testament is centered on syntax rather than on translation. Prerequisite: 2 courses in college Greek. Spring, COLWELL.

N.T. 347. Readings in the Greek New Testament.—A reading course, designed to aid in the student's mastery of vocabulary and grammar. Representative sections of the various parts of the New Testament will be read. Autumn, RIDDLE.

N.T. 364. Paul's Corinthian Correspondence.—Historical situation, including conditions of church life in the gentile world; analysis of letters; interpretation; conflicts of social inheritances; contributions of letters to our knowledge of early Christianity. Spring, WILLOUGHBY.

N.T. 369. Mysticism in Early Christian Literature.—An interpretation of Paul's letter to the Colossians, the Fourth Gospel, and extra-New Testament sources which reflect the mystical religious experience in early Christianity. Winter, RIDDLE.

N.T. 371. Interpretation of the Later Books of the New Testament.—A study of the New Testament and extra-canonical writings from which information is derived to discover trends and movements in Christianity in the first half of the second century. Autumn, RIDDLE.

N.T. 401. Research.—Autumn, Winter, Spring, COLWELL, RIDDLE, WILLOUGHBY.

N.T. 408. Research in the Life of Jesus.—Spring, COLWELL.

N.T. 433. Hellenistic Judaism and Christian Origins.—A seminar. Winter, WILLOUGHBY.

N.T. 441. Early Christian Archeology.—A seminar. Spring, WILLOUGHBY.

C. THE THEOLOGICAL FIELD

Courses in this field are designed to acquaint the student with the problems and developments of theological and ethical thinking, especially within Christianity.

C.R. 342. The Ideal of the Good Life in the Great Religions.—Autumn, HAYDON.

C.R. 343. Ethics of Non-Christian Religious Systems.—Spring, HAYDON.

C.R. 351. Types of Religious Philosophy (Oriental and Western).—Winter, HAYDON.

C.R. 442. Modern Gods.—Winter, HAYDON.

C.R. 443. Mystical Experience in the Great Religions.—Spring, HAYDON.

C.T. 302. Outlines of Christian Theology.—Winter, AUBREY.

C.T. 309. Representative Christian Thinkers.—Autumn, PAUCK.

- C.T. 326. *The History of the Doctrine of Christ*.—Winter, PAUCK.
- C.T. 328. *The History of the Christian Doctrine of Man*.—From the Apologists to the present day. Autumn, AUBREY.
- C.T. 329. *German Idealism and Christianity*.—Spring, PAUCK.
- C.T. 330. *Catholicism and Protestantism*.—Spring, PAUCK.
- C.T. 337. *Church and State in Contemporary Christian Thought*.—Autumn, AUBREY.
- C.T. 342. *The Historic Church and the Social Order*.—Winter, HOLT.
- C.T. 343. *The Development of the Social Conscience of American Churches*.—Autumn, HOLT.
- C.T. 357. *The Church and the Family*.—Spring, HOLT.
- C.T. 362. *Introduction to the Philosophical Study of Religion*.—Spring, WIEMAN.
- C.T. 366. *Religion and Theory of Value*.—Autumn, WIEMAN.
- C.T. 373. *Christianity and Naturalism: Their Interrelations*.—Autumn, WIEMAN.
- C.T. 381. *Social Forces in Christian Thought*.—Spring, AUBREY.
- C.T. 384. *Social Aspects of Seventeenth-Century Theology*.—Winter, AUBREY.
- C.T. 400. *Research*.—Prerequisite: Consent of instructor. AUBREY, HOLT, WIEMAN, PAUCK.
- C.T. 421. *The Cultural Significance of the Reformation*.—Autumn, PAUCK.
- C.T. 422. *Schleiermacher's Theology and Its Influence*.—Winter, PAUCK.
- C.T. 446. *Research in Urban Religious Life I*.—Autumn, HOLT.
- C.T. 447. *Research in Urban Religious Life II*.—Winter, HOLT.
- C.T. 448. *Research in Urban Religious Life III*.—Spring, HOLT.
- C.T. 470. *Seminar in Theory of Value*.—Spring, WIEMAN.
- C.T. 482. *The Basis of Religious Community*.—Seminar. Prerequisite: Consent of instructor. Spring, AUBREY.
- Phil. 206. *Aesthetics: The Nature of Art and Beauty*.—Philosophical theories of art; the psychology of aesthetic phenomena; aesthetic experience as a clue to the solution of philosophical problems. Winter, HARTSHORNE.
- Phil. 207. *Metaphysics*.—A study of the basic categories of experience and reality. Spring, HARTSHORNE.
- Phil. 308. *Peirce*.—Autumn, HARTSHORNE.
- Phil. 357. *The Philosophy of Sensation*.—The metaphysics and experimental psychology of sense perception. Winter, HARTSHORNE.
- Phil. 413. *Seminar: Metaphysics from Bruno to Leibnitz*.—Metaphysical systems in the sixteenth and seventeenth centuries, their origins, special difficulties, and permanently significant results. Autumn, HARTSHORNE.

D. THE PRACTICAL FIELD

- P.T. 301. *Sermon Construction*.—A study of the plan and structure of the sermon. Lectures on and practice in the effective organization of material, the art of illustration, the treatment of subjects and texts. Winter, GILKEY.
- P.T. 303. *Practice in Preaching*.—Written preparation of sermons and their delivery in Joseph Bond Chapel before the class. Private conferences with the instructors. Prerequisite: P.T. 301 and 302 and Speech 221, or equivalent. Spring, GILKEY, EDWARDS.
- P.T. 305. *History of Christian Worship I*.—The evolution of the Christian cultus from its Judaic and pagan sources to the liturgical reforms under Charlemagne. Autumn, SHEPHERD.
- P.T. 307. *Principles of Worship*.—An analysis of the forms, structure, and laws of development in liturgical worship; the relation of liturgy to doctrine and to the arts. Spring, SHEPHERD.
- P.T. 309. *The Psychology of Preaching*.—Psychological study of preaching considered as the art of motivating human conduct. Autumn, BAKER.

P.T. 316. Personal Religious Guidance.—The application of the newer techniques of mental hygiene and social case work to the counseling ministry of the pastor and religious worker. Autumn, HOLMAN.

P.T. 340. Trends in Educational Work of the Church.—An analysis of the processes involved in the educational work of the modern church for functions, objectives, organization, content, and procedure, with particular reference to trends and evaluation. Autumn, BOWER.

P.T. 344. Religion and the Moral Ends of Education.—Moral ends in the history of educational theory, the nature of the moral life, theories of character education, agencies affecting moral growth, motivation, the function of codes and standards, the relation of religion to character. Spring, BOWER.

P.T. 355. A Theory for Operative Christianity.—An analysis of the nature of religion and its functional relation to personal and social experience, with implications for the practical operations of contemporary Christianity. Autumn, BOWER.

P.T. 356. A Functional Curriculum for Teaching Religion.—Historical types, current theories of curriculum, the functional origin and use of the Christian tradition, processes involved in the organization of the content of Christian education, critical evaluation. Winter, BOWER.

P.T. 357. Technique of Teaching Religion.—Implications for the teaching of religion arising out of the nature of religion and its functional relation to experience. Critical analysis and evaluation of types. Winter, BOWER.

P.T. 368. The Bible in Modern Religious Experience.—The use of the Bible as a source for interpreting and evaluating modern religious experience in the light of the nature and origin of the literature of the Bible. Spring, BOWER.

P.T. 383. Agencies and Programs of World-Civilization.—The concept of progress. International commerce and politics, labor movements, communism, international philanthropy, and peace movements in relation to human betterment. Spring, BAKER.

P.T. 393. Christianity and Other Religions.—Positions taken by Christian thinkers toward other religions and "secularism." The Christocentric gospel. In what senses is Christianity universal, unique, or final? Winter, BAKER.

P.T. 465. Research.—Prerequisite: Consent of instructor. Autumn, Winter, Spring, BOWER.

Sp. 221. Fundamentals of Speech.—Winter, EDWARDS.

Sp. 300. Interpretative and Choral Reading.—Autumn, EDWARDS.

Sp. 301. Radio Speech.—Spring, EDWARDS.

Sp. 302. Voice and Phonetics.—Winter, EDWARDS.

Sp. 304. The Psychology of Persuasion.—Autumn, EDWARDS.

Sp. 310. The Literature of Public Address.—Spring, EDWARDS.

Summaries

Fellows.....	3
Regular students.....	145
Special students.....	31

Total Seminary students.....	179
University and Meadville students taking courses with Seminary instructors.....	23*

* This number does not include students taking courses with instructors who are members of both Seminary and Divinity School faculties.

SOURCES OF STUDENTS

Denominations		Denominations	
Congregational-Christian.....	85	Lutheran.....	1
Methodist Episcopal.....	28	Polish National Catholic.....	1
Presbyterian.....	18	Swedish Evangelical Covenant.....	1
Baptist.....	10	Swedish Evangelical Free Church....	1
Disciples.....	5	Swedish Mission Covenant.....	1
Friends.....	5	United Brethren.....	1
Evangelical and Reformed.....	4	Unstated.....	3
Mennonite.....	4		
African Methodist Episcopal.....	2		
Episcopal.....	2		
Advent Christian.....	1	Colleges, Universities, and Seminaries	
Catholic.....	1	State and municipal colleges and uni-	
Church of the Brethren.....	1	versities.....	61
Evangelical.....	1	Private colleges and universities (non-	
Evangelical Mission Covenant.....	1	denominational).....	76
Evangelical Synod, N.A.....	1	Private colleges and universities (de-	
German Protestant.....	1	nominal).....	53
		Seminaries and theological schools...	23

SUMMARY OF ATTENDANCE FOR THE YEAR 1938-39

	SPRING 1938			AUTUMN 1938			WINTER 1938			TOTAL (DIFFERENT) STUDENTS		
	M	W	T	M	W	T	M	W	T	M	W	T
Fellows.....	2		2	2		2	2		2	3		3
Regular students.....	69	23	92	68	24	92	67	27	94	105	40	145
Special students.....	5	9	14	5	9	14	5	8	13	12	19	31
Total Seminary stu- dents.....	76	32	108	75	33	108	74	35	109	120	59	179
University and Mead- ville students taking Seminary courses....	9		9	6		6	9	1	10	22	1	23

Awards Spring Quarter, 1938

The Degree of Bachelor of Divinity Was Conferred upon

ERIC HARTHAN ARENDT	Los Angeles, California
B.A., Beloit College, 1933	
MERRILL BEALE	South Easton, Massachusetts
B.A., University of Wisconsin, 1935	
JAMES GORDON BENNETT	Missoula, Montana
A.B., Olivet College, 1933	
LELAND H. CARLSON	Chicago, Illinois
B.A., Beloit College, 1931; B.Th., North Park Theological Seminary, 1934	
PAUL GILMAN DICKEY	Portland, Oregon
B.S., North State Dakota University, 1927	
ELMER STONE FREEMAN	Chicago, Illinois
A.B., College of the Pacific, 1919; Diploma, Church Divinity School of the Pacific, 1922	
DAVID GARFIELD FRENCH**	Hanover, Indiana
A.B., University of Michigan, 1935	
CLAYTON H. GILL***	Evanston, Illinois
A.B., College of the Pacific, 1934	
WILLIAM JAMES HARVEY III	Philadelphia, Pennsylvania
A.B., Fisk University, 1935	
RALPH DOUGLAS HYSLOP***	Brandon, Wisconsin
B.A., University of Wisconsin, 1935	
CLARENCE FIELD MCCALL, JR.*	Roundup, Montana
B.A., Berea College, 1935	
EDWARD F. MANTHEI	Colorado Springs, Colorado
B.A., University of Wisconsin, 1935	
KENNETH MURPHY	Seymour, Indiana
A.B., Indiana University, 1935	
HAROLD PAUL REKSTAD	New London, Wisconsin
B.A., St. Olaf College, 1931	
VERNE A. SPINDELL*	Stewart, Iowa
A.B., Marietta College, 1935	
CHARLES HUBERT STEM	Evanston, Illinois
A.B., Texas Christian University, 1935	

* *Cum laude.*

** *Magna cum laude.*

*** *Summa cum laude.*

- MARIAN KEEFER TATE.....Milwaukee, Wisconsin
A.B., George Washington University, 1925
- DALE R. WELLBAUM.....Gridley, Illinois
A.B., Indiana Central College, 1932
- ELMO DONALD WOLFE.....South Pasadena, California
B.S., Oklahoma Agricultural and Mechanical College, 1934
- HOMER VINCENT YINGER**.....Minneapolis, Minnesota
A.B., Albion College, 1932; A.M., DePauw University, 1935

The Degree of Master of Arts in Church Social Work
Was Conferred upon

- FRANCES MARGARET GUILD*.....Bern, Kansas
A.B., Washburn College, 1929

The Degree of Master of Arts in Religious Education
Was Conferred upon

- ROBERT A. EDGAR.....Wilmette, Illinois
A.B., University of Kansas, 1936
- GRACE BRADBURY HADLEY.....Andover, Massachusetts
B.A., University of Wisconsin, 1934
- EDWARD F. MANTHEI.....Colorado Springs, Colorado
B.A., University of Wisconsin, 1935

The Lucretia Ambrose Walker Prize
Unawarded in 1938

Special Entrance Scholarships for the Year 1938-39 Were Awarded to

- KARL H. BAEHR.....Newton, Kansas
A.B., Bethel College, 1938
- PHILIP WARD PENNINGTON.....Augusta, Kansas
B.A., University of Wichita, 1938
- ALBERT CARL RONANDER.....Los Angeles, California
A.B., University of Southern California, 1938
- WALTER HOWARD STAVES.....Cedar Rapids, Iowa
B.A., Coe College, 1938
- GRACE ELIZABETH STORMS.....Glendale, California
B.A., Occidental College, 1937
- JOHN ROBERT VON ROHR.....Minneapolis, Minnesota
B.B.A., University of Minnesota, 1937

Junior Fellowships for the Year 1938-39 Were Awarded to the
Following Second- and Third-Year Students

- PAUL JOSEPH FOLINO.....Cleveland, Ohio
A.B., Ohio State University, 1936; M.A., University of Chicago, 1939
- M. CLARK HARSHFIELD.....Fredonia, Kansas
A.B., College of Emporia, 1936
- HOMER CLYDE MCEWEN.....Jackson, Mississippi
B.S., Straight College, 1934
- EMERSON WAYNE SHIDELER.....Pittsburgh, Pennsylvania
A.B., University of Pittsburgh, 1937

The Mary B. Hibbard Curtis Research Scholarship for the Year
1938-39 Was Awarded to the Following Second-Year Student

- ROBERT DELL SATTERLEE.....Battle Creek, Michigan
A.B., Battle Creek College, 1936; A.M., University of Michigan, 1937

The Hawaiian Scholarship for the Year 1938-39 Was Awarded
to the Following Student

- SEIDO OGAWA.....Honolulu, Hawaii
B.A., University of Hawaii, 1937

The William H. Danforth Scholarship for the Year 1938-39
Was Awarded to the Following Student

- SHINKICHI TOBO.....Okayamaken, Japan
Bungakushi, Doshisha University, 1934

FELLOW ON THE BLATCHFORD FOUNDATION

- WILLIAM LEWIS TROYER.....Chicago, Illinois
A.B., Grinnell College, 1930; B.D., Chicago Theological Seminary, 1937

Alternates

- CHARLES F. JACOBS.....Berwyn, Illinois
- GEORGE WASHINGTON MARSHFIELD.....Pittsburgh, Pennsylvania

FELLOW ON THE FORD FOUNDATION

- RALPH DOUGLAS HYSLOP.....Brandon, Wisconsin
B.A., University of Wisconsin, 1935

Alternate

- HOMER VINCENT YINGER.....Minneapolis, Minnesota

During the Year the Degree of Master of Arts Has Been
Conferred by the University of Chicago upon the
Following Seminary Students

ELIZABETH JANE BLYTH. Grinnell, Iowa
PAUL JOSEPH FOLINO. Cleveland, Ohio
JOSEPH WINFIELD FRETZ. Lansdale, Pennsylvania
EARL E. G. LINDEN. Providence, Rhode Island
MARILEE KONE SCAFF. Austin, Texas
LUELLE SMITH. Pawnee Rock, Kansas

During the Year the Degree of Doctor of Philosophy Has
Been Conferred by the University of Chicago upon
the Following Seminary Students

WILLIAM HOYT MOORE. Hanover, Indiana
PALAKUNNATHU MATHAI TITUS. Travancore, South India

Colleges, Universities, and Seminaries Rep- resented in The Chicago Theological Seminary Student Body of 1938-39

Albany	Franklin & Marshall
Albion	Garrett Biblical Institute
Allegheny	Geneva
Andover-Newton	George Washington
Aurora	George Williams
Baldwin-Wallace	Gordon
Bates	Goucher
Battle Creek	Grinnell
Beloit	Hamline University
Bennington	Hanover
Berea	Hartford Theological Seminary
Bethany (Kan.)	Harvard
Bethel (Kan.)	Hillsdale
Biblical Seminary (N.Y.C.)	Huron
Bluffton	Illinois
Bowdoin	Indiana University
Bradley Polytechnic Institute	Iowa State Teachers
Carleton	Iowa Wesleyan
Central Y.M.C.A.	James Millikin
Coe	Kalamazoo
College of Emporia	Knox
College of the Ozarks	Lawrence
College of the Pacific	Lewis Institute
Columbia	Lincoln University (Pa.)
Culver-Stockton	Lutheran Theological Seminary
Dakota Wesleyan	Lynchburg
Dartmouth	Macalester
DePauw	Marietta
Doshisha University (Japan)	Miami
Drake	Morgan
Drury	Mount Holyoke
Eden Theological Seminary	Nebraska Wesleyan
Edward Waters	North Central
Elmhurst	North Dakota State
Elon	North Park College
Fisk	North Park Seminary
Florida A. & M.	Northland

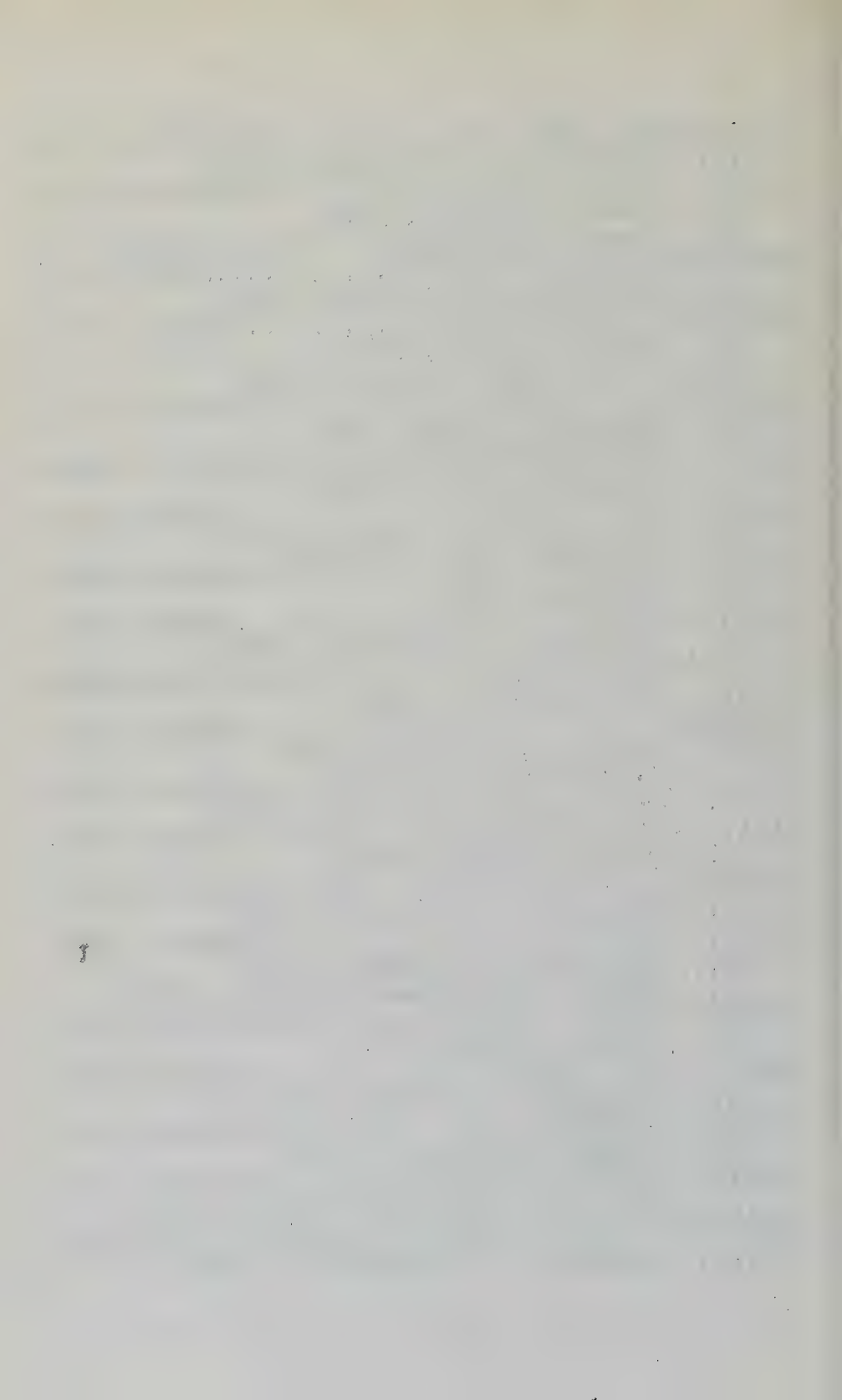
Northwestern	Tusculum
Oberlin	Union Theological Seminary
Oberlin Graduate School of Theology	University of Alaska
Occidental	University of California
Ohio State	University of Chattanooga
Ohio Wesleyan	University of Chicago
Oklahoma A. & M.	University of Hawaii
Olivet	University of Illinois
Oregon State	University of Kansas
Pacific School of Religion	University of Marburg
Pendle Hill	University of Michigan
Piedmont	University of Minnesota
Presbyterian Theological Seminary	University of New Mexico
Princeton Theological Seminary	University of North Carolina
Purdue	University of North Dakota
Ripon	University of Oregon
Rochester Theological Seminary	University of Pittsburgh
Rockford	University of Richmond
St. Olaf	University of Shanghai (China)
St. Paul Seminary	University of South Dakota
St. Viator College	University of Southern California
Simmons	University of Texas
Simpson	University of Washington
Sioux Falls	University of West Virginia
South Oregon State Normal	University of Wichita
State University of Iowa	University of Wisconsin
Straight	Vassar
Syracuse	Washburn
Talladega	Washington University
Texas Christian	Wheaton (Ill.)
Transylvania	Yale Divinity School
Trinity University	Yankton

STUDENTS ENROLLED 1938-39

Regular Students

ARENDT, ERIC HARTMAN, sp.LaGrange, Ill.
 B.A., Beloit College, 1933
 AXFORD, MADGE ADELIA, a.w.Lincoln, Neb.
 A.B., Nebraska Wesleyan College, 1938
 BAHNR, KARL H., a.w.Chicago, Ill.
 A.B., Bethel College, 1938
 BARR, HUBERT ARTHUR, a.w.Mooreton, N.D.
 B.S., North Dakota State College, 1938
 BAILLIE, ARLAN A., sp.a.w.Chicago, Ill.
 B.A., Central Y.M.C.A. College, 1936
 BALL, DONALD E., sp.Guthrie, Okla.
 B.S., Oklahoma A. & M. College, 1935
 BARRY, DAVID WILLIAM, w.Cleveland, Ohio
 A.B., Oberlin College, 1938
 BATES, FOREST ELTON, sp.a.w.Karengo, Iowa
 A.B., Simpson College, 1927
 BEALE, MERRILL, sp.Waterville, Me.
 B.A., University of Wisconsin, 1935
 BENNETT, JAMES GORDON, sp.Bancroft, Mich.
 A.B., Olivet College, 1933
 BENSON, VERNON E.F., a.w.Minooka, Ill.
 A.B., Bradley Polytechnic, 1937
 Th.B., North Park College, 1929
 BERGMAN, LEILA EVANGELINE, sp.a.w.Bircdale, Minn.
 B.A., Carleton College, 1937
 BIRD, DOROTHY CROCKER, a.w.Stoughton, Mass.
 Th.B., Gordon College, 1938
 BLANE, FRANCES L., a.w.Petersburg, Ill.
 B.A., Rockford College, 1936
 BOWERS, ARTHUR EDWARD, spr.a. Grand Rapids, Mich.
 A.B., Olivet College, 1935
 BOND, ELEANOR MARGARET, sp.Madison, Wis.
 B.A., University of Wisconsin, 1936
 BOUSMAN, GARY ALFRED, sp.a.w.Richmond, Va.
 B.A., University of Richmond, 1935
 M.A., University of Chicago, 1937
 BRAY, HARRIETT JANE, a.w.Ann Arbor, Mich.
 A.B., University of Michigan, 1937
 BRODT, ROBERT DAVID, sp.a.w.Chicago, Ill.
 A.B., University of Illinois, 1938
 BROWN, CHESTER CLAYTON, w.Maita, Ill.
 A.A., University of Wisconsin, 1937

BURR, LEONA LLOYD, sp. Mitchell, S.D.
 B.A. Dakota Wesleyan College, 1918
 CAIRNS, GRACE EDITH, a.w. Baltimore, Md.
 A.B.,oucher College, 1937
 A.M., Oberlin Theological Seminary, 1938
 CALBECK, MARGARET RUTH, w. Joplin, Mo.
 A.B., Ohio State University, 1938
 CARLSON, LELAND HENRY, sp. Chicago, Ill.
 A.B., Beloit College, 1931
 B.Th., North Park Seminary, 1934
 CHAMBERLIN, ROY WILLARD, Jr., a.w. Hanover, N.H.
 A.B. Dartmouth College, 1938
 CLARK, HENRY HAGBERG, sp.a.w. Bridgeport, Conn.
 B.A., Illinois College, 1937.
 COLE, EVERETT ERNEST, w. Medford, Ore.
 B.S., University of Oregon, 1935
 CONOVER, STANLEY HUMBY, sp.a. Minneapolis, Minn.
 B.A., Carleton, 1937
 COOK, GENTRUDE BRUNHILD, sp.a.w. ... Seward, Ill.
 A.B., University of Michigan, 1931
 DALRYMPLE, MERRILL, sp.a. Crystal Lake, Ill.
 B.A., Iowa Wesleyan, 1928
 DECOURSEY, DON L., sp.a.w. Chicago, Ill.
 B.A., Hamline University, 1934
 DESS, ELIZABETH BRADSHAW, a.w. ... Chicago, Ill.
 B.S., Northwestern University, 1938
 DICK, THOMAS CHALMERS Jr., sp.a.+ Chicago, Ill.
 A.B., Tusculum College, 1936
 DUFFENDACK, GAIL HARRIET, sp.a.w. Ann Arbor, Mich.
 B.S., University of Michigan, 1937
 EDGAN, ROBERT A., sp.a.w. Wilmette, Ill.
 A.B., University of Kansas, 1936
 M.A., Chicago Theological Seminary, 1938
 ENGLISH, ROBERT CHARLES, a.w. Bala-Cynwyd, Penn.
 A.B., Oberlin College, 1938
 EVANS, DONALD ROBERT, sp. Anthony, Kans.
 A.B. University of Chicago, 1936
 FAIRLIE, J. HAROLD, sp. Nashua, Ia.
 B.S.L., Drake University, 1923
 FALLIS, FLORENCE MACARTHUR, sp. Ft. Worth, Tex.
 A.B., Texas Christian University, 1935
 FERGUSON, LLEWELLYN BROWN, a.w. Chattanooga, Tenn.
 B.A., University of Chattanooga, 1938



POLINO, PAUL JOSEPH, sp.a.w. ...Cleveland, Ohio
 A.B., Ohio State University, 1936
 M.A., The University of Chicago, 1939
 FRANK, MELVIN LYNN, w.Chicago, Ill.
 B.A., University of Minnesota, 1933
 FRENCH, ATOSHA HERRING, sp.Chicago, Ill.
 A.B., Bennington College, 1936
 FRENCH, DAVID GARFIELD, sp.Caro, Mich.
 A.B., University of Michigan, 1935
 GALLOWAY, LLOYD EDWARD, sp.a.w....Annapolis, Md.
 A.B., Morgan College, 1936
 GIA RUSSO, PAUL ANTHONY, sp. ...Syracuse, N. Y.
 A.B., Syracuse University, 1932; LL.B., 1936
 GIBSON, MARK MENDELSSOHN, w.Chicago, Ill.
 A.B., Lincoln University, 1928
 GILL, CLAYTON HAROLD, sp.....Chicago, Ill.
 A.B., College of the Pacific, 1934
 GORDON, HARRY B. sp.a.w.Jackson, Mich.
 B.S., Hillsdale College, 1935
 GUILD, FRANCES WANGHEIT, sp.Bern, Kans.
 A.B., Washburn College, 1939
 GUNG, YUEN-GIN, sp.a.w.Shanghai, China
 B.A., University of Shanghai, 1935
 HADLEY, GRACE BRADBURY, sp.Andover, Mass.
 B.A., University of Wisconsin, 1934
 HANCHETT, JOHN CORLISS, sp.a.w....Madison, Wis.
 B.S., University of Wisconsin, 1936
 HARNFIELD, M. CLARK, sp.a.w. .Fredonia, Kans.
 A.B., College of Emporia, 1936
 HARVEY, WILLIAM JAMES 3rd, sp.Philadelphia, Pa.
 A.B., Fisk University, 1935
 HOLCOMB, CORINNE PAINTER, w.Chicago, Ill.
 A.B., Millikin University, 1912
 HOLMES, RALPH ALLEBONE, sp.Oak Park, Ill.
 A.B., Hanover College, 1935
 HOWLETT, JOHN FRANCIS, a.w. Belle Fourche, S.D.
 B.A., Sioux Falls College, 1937
 HUNTINGTON, FAITH ELIZABETH, sp.Dover, Ill.
 B.A., Olivet College, 1931
 HURIE, HICKORY HOUGHTON, a.w.Tallula, Ill.
 A.B., The College of the Ozarks, 1937
 HYSLOP, RALPH DOUGLAS, sp.Brandon, Wis.
 A.B., University of Wisconsin, 1935
 JACOBSON, EVELYN, so.Lindsberg, Kans.
 B.A., Bethany College, 1935
 JOHNSON, EDWIN C., sp.Chicago, Ill.
 B.A., Yankton College, 1928
 M.A., University of South Dakota, 1930

JORDAN, THATCHER MOORE, sp.a.w. Monrovia, Calif.
 A.B., Occidental College, 1936
 JOY, ADENA, sp.a.w.Ashland, Oregon
 B.S., Oregon State University, 1938
 KAGIN, JULIA ELIZABETH, sp.a.w. .St. Paul, Minn.
 A.B., Macalester College, 1937
 KEISER, JULIAN JEROME, a.w.Streator, Ill.
 A.B., North Central College, 1937
 KELLY, HERBERT G., a.Mineral Point, Wis.
 B.A., University of Wisconsin, 1936
 KOENIG, HERMAN JOHN, sp.Barrington, Ill.
 A.B., University of Chicago, 1937
 KOLMKA, BARBARA EDITH, sp.Chicago, Ill.
 A.B., Lawrence College, 1934
 KRANZ, FRANCIS EMIL, sp.a.w. ..Des Plaines, Ill.
 B.A., Allegheny College, 1936
 KRUG, CHARLOTTE, a.w.Chicago, Ill.
 B.S., Northwestern University, 1938
 LAMB, RHEUBEN ELWIN, sp.a.w.Lake City, Fla.
 A.B., Edward Waters College, 1931
 A.B., Florida A. & M. College, 1936
 LINDEEN, RALPH VINCENT, sp.Denver, Colo.
 B.S., Lewis Institute, 1935
 LINDEN, EARL ENOCH GUSTAF, sp.a.w. Providence, R.I.
 B.A., Northland College, 1936
 LORING, HERBERT RICKARD, a.w.Norwich, Vt.
 A.B., Dartmouth College, 1938
 LUSK, ALPHEUS M., a.Chabonse, Ill.
 B.S., Oklahoma A. & M. College, 1935
 McCALL, BARBARA WARREN, sp.Holden, Mass.
 A.B., Mount Holyoke College, 1935
 McCALL, CLARENCE FIELD, sp.Chicago, Ill.
 A.B., Berea College, 1935
 McEWEN, HOMER CLYDE, sp.a.w.New Orleans, La.
 B.S., Straight College, 1934
 MCKINLEY, ORLAND ALLESPAUGH, sp.w. Algonquin, Ill.
 A.B., Grinnell College, 1936
 MADDOX, JESSIE MAE, a.w.Birmingham, Ala.
 A.B., Talladega College, 1938
 MALINOWSKI, THADDEUS, sp.a.w....Sosnowiec, Poland
 B.S., George Williams College, 1935
 MANTHEI, EDWARD FREDERICK, sp. West Bend, Wis.
 B.A., University of Wisconsin, 1935
 MEEKS, OMAR ERNEST, sp.a.w. .Crawfordsville, Ia.
 B.A., State University of Iowa, 1936
 MICKLE, JOHN CHARLES JR., sp.a.w. Birmingham, Ala.
 A.B., Talladega College, 1936
 MOORE, ROBERT SUTTON, a.w.Lennon, Mich.
 B.S.E., University of Michigan, 1938

MURPHY, KENNETH, sp.Woodstock, Ill.
 A.B., Indiana University, 1935
 MYERS, RUSSELL ELMER, sp.a.Mancock, Wis.
 B.A., Yankton College, 1934
 NEAL, FRED W., sp.a.w.Portland, Oregon
 A.B., Albany College, 1936
 NELSON, ANTHONY AMOS, sp.a.Otsago, Mich.
 B.A., University of Minnesota, 1936
 NORDSTROM, MILLS FRANCIS, a.Chicago, Ill.
 A.B., Knox College, 1932
 B.D., Chicago Theological Seminary, 1936
 NORTHUP, ARTHUR BERTRAM, w.Chicago, Ill.
 Th.B., Aurora College, 1931
 B.D., Gordon College of Theology and
 Missions, 1933
 OGAWA, SEIDO, a.w.Honolulu, Hawaii
 B.A., University of Hawaii, 1937
 OLMSTEAD, RUTH ROBERTS, a.w.Chicago, Ill.
 B.A., Mount Holyoke College, 1922
 PALMER, FRANK LEWIS, sp.Canton, Ohio
 A.B., Kalamazoo College, 1935
 PALMER, PHILIP WENTWORTH, a.w.Chicago, Ill.
 B.A., Carleton College, 1938
 PENDLETON, CHARLES LEE, sp.Bristol, R. I.
 A.B., Bates College, 1938
 *PENDLETON, CLIN BAKER, sp.Carnation, Wash.
 Northland College, (equiv. 1931-35)
 PENNINGTON, PHILIP WARD, a.w.Augusta, Kans.
 A.B., University of Wichita, 1938
 PENTICOFF, PRINCESS CHANNING, a.w. ...Cuba, Ill.
 B.A., Illinois Wesleyan College, 1935
 PLATT, SELMA RICH, a.w.Newton, Kans.
 A.B., Bethel College, 1924
 REKAS, KAROL, sp.a.w.Obydow, Poland
 Diploma, Hochschule fur Welthandel, Vienna,
 1924; Savonarola Seminary
 REKSTAD, HAROLD PAUL, sp.Huntley, Ill.
 B.A., St. Olaf College, 1931
 ROWANDER, ALBERT CARL, a.w. Los Angeles, Calif.
 A.B., University of Southern California, 1938
 SAMPSON, THOMPSON SAWYER, a.w.Boston, Mass.
 B.S., Bowdoin College, 1939
 SANDERSON, JAMES KLET, a.w.Milton, Ill.
 A.B., Culver-Stockton College, 1937
 SATTERLEE, ROBERT DELL, sp.a.w. ...Jackson, Mich.
 A.B., Battle Creek College, 1936
 A.M., University of Michigan, 1937

*Undergraduate

BATTERLEE, VIRGINIA EVANS, sp.a.w. Jackson, Mich.
 A.B., University of Michigan, 1937
 SCAPP, ALVIN NEWITT, sp.a.w. Dallas, Texas
 B.A., University of Texas, 1936
 SCHAINLE, WALTER WILLIAM, w. Chicago, Ill.
 B.S., Purdue University, 1934
 SCHOMER, HOWARD FRANKLIN, a.w. .. Oak Park, Ill.
 B.S., Harvard College, 1937
 SHIM, KENNETH EDWARD, sp.a.w. Dover, Ill.
 B.A., Huron College, 1935
 SHIDLER, EMERSON W., sp.a.w. .. Pittsburgh, Pa.
 A.B., University of Pittsburgh, 1937
 SORWEN, EVERETT LEIGHTON, sp.a.w. Minneapolis, Minn.
 B.A., University of Minnesota, 1936
 SPAULDING, ANDREW MCLEAN, sp. .. Rocky Mount, N.C.
 A.B., Fisk University, 1934
 SPINDELL, VERWE ALVA, sp. Youngstown, Ohio
 A.B., Marietta College, 1933
 STARR, EDNA JEAN, a.w. Naches, Wash.
 B.A., Transylvania College, 1937
 STAVES, WALTON HOWARD, a.w. .. Cedar Rapids, Ia.
 B.A., Coe College, 1938
 STEM, CHARLES HUBERT, sp. Fort Worth, Texas
 A.B., Texas Christian University, 1935
 STIRFEL, CARL FREDERICK, a.w. .. Burlington, Ia.
 A.B., Baldwin-Wallace College, 1936
 STILL, EDWIN WILLIS, a.w. St. Louis, Mo.
 A.B., Washington University, 1938
 STOVE, OLAF ANDREAS, a.w. Menoken, N. D.
 B.A., University of North Dakota, 1936
 STORME, GRACE ELIZABETH, a.w. . Glendale, Calif.
 B.A., Occidental College, 1937
 TATE, MARIAN KENFER, sp. Silver Spring, Md.
 A.B., George Washington University, 1925
 TOBO, SHINKICHI, sp.a.w. Okayamaken, Japan
 Bungakushi, Doshisha University, 1934
 TODD, AUBREY CLAYTON, sp.a.w. So. Norfolk, Va.
 A.B., Elon College, 1936
 TODD, DOROTHY AGNES, sp.a.w. Chattanooga, Tenn.
 A.B., Piedmont College, 1935
 UPTON, LAWRENCE MUNNS, sp. Davenport, Ia.
 A.B., Grinnell College, 1937
 UTTERBACK, GLENN L., sp.a.w. . Blue Island, Ill.
 B.S., University of Illinois, 1932
 VIGARS, MARGARET ALICE, sp.a.w. ... Algona, Ia.
 B.A., Iowa State Teachers College, 1937
 VON ROHR, JOHN ROBERT, a.w. .. Minneapolis, Minn.
 B.B.A., University of Minnesota, 1937

WOTH, THEODORE HENRY, sp.a.w.Newton, Kans.
 A.B., Bethel College, 1936
 WAGNER, JOHN ALBERT, a.w.Orfordville, Wis.
 A.B., Ripon College, 1935
 WALLICK, Margarette Marrie, s.w. Hawkins, Texas
 A.B., Eureka College, 1938
 WAGENICH, RUTH SIOTRIED, sp.a.w.Columbus, Ohio
 A.B., Oberlin College, 1936
 WATSON, ELIZABETH GRILL, sp.Lakewood, Ohio
 A.B., Miami University, 1936
 WATSON, WINNIFRED, sp.New Castle, Va.
 B.A., Lynchburg College, 1933
 WELLES, JUDITH BEACH, s.w. Wethersfield, Conn.
 A.B., Mount Holyoke College, 1938
 WILLIAMS, NORMAN VEECH, a.w.Decatur, Ill.
 A.B., Millikin University, 1938
 WOLFE, ELMO DONALD, sp.Roswell, N. M.
 B.S., Oklahoma A. & M. College, 1934
 WOOLMER, GEORGE QUENTIN, sp.a.w. Burr Oak, Mich.
 A.B., Albion College, 1936
 YINGER, HOMER VINCENT, sp. ...Constantine, Mich.
 A.B., Albion College, 1932
 M.A., DePauw University, 1936
 YUN, CHONG SUN, w.Pyeng Yang, Korea
 A.B., Searritt College, 1938

SPECIAL STUDENTS

AMSTUTZ, CELESTE BLOSSOM, a.....Amherst, Ohio
 B.L., Northwestern University, 1924
 AUNER, MELLIE ABIGAIL, w.....Chicago, Ill.
 B.A., Drury College, 1911
 BEAVERS, HELEN DUNLAR, sp...Wichita Falls, Texas
 A.B., Trinity University, 1911
 *CHALMERS, FLORENCE C., a.w.Chicago, Ill.
 DUNN, DAVID, a.Harrisburg, Pa.
 A.B., Franklin & Marshall College, 1911
 B.D., Yale Divinity School, 1914
 *ENDERSON, ANNA EMELIA, w.Forest City, Ia.
 *HARSHFIELD, VERA RADCLIFFE, sp.w.Independence, Kans.
 HENDRICKS, WALTER EVERETT, sp.w.a....Chicago, Ill.
 B.A., Allegheny College, 1927
 HOVEY, MARJORIE MARSH, a.Jesup, Ia.
 B.S., Iowa State Teachers College, 1938
 HULSE, ELIZABETH GIGNOUX, sp.Chicago, Ill.
 A.B., Vassar College, 1933
 B.S., Simmons College Sch. of Social Work, 1936
 M.S., 1937
 *Undergraduate

ICKLER, ALBERT, a.w.Bochum, Germany
 University of Marburg
 S.T.M., Union Theological Seminary, 1928

JONES, GUY CHESTER, a.Harvey, Ill.
 A.B., Ohio Wesleyan University, 1926
 B.D., Garrett Biblical Institute, 1930

*KAMPHENKEL, WILLIAM FREDERICK, a. .Harvey, Ill.
 KEISER, VICTOR HUGO, w.Williams Bay, Wis.
 A.B., Nebraska Wesleyan University, 1920
 B.D., Union Theological Seminary, 1925

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KUHNS, FREDERICK IRVING, sp.Chicago, Ill.
 B.A., Ohio State University, 1926
 B.D., Union Theological Seminary, 1937

LARSON, ERNEST SAMUEL, w.Chicago, Ill.
 Ph.B., University of Chicago, 1931; M.A., 1932

LINCOLN, PAUL RAYMOND, sp.Shanghai, China
 A.B., Macalester College, 1928
 S.T.B., M.A., Biblical Seminary, N.Y., 1931

LIPPITT, LEROY AUSTIN, sp. ...Blue Island, Ill.
 B.S., Carleton College, 1907
 B.D., Hartford Theological Seminary, 1911

LONG, MABEL ELIZA, a.w.Dearborn, Mich.
 A.B., University of Michigan, 1908
 M.A., Columbia University, 1931

*LOOMIS, HORACE BUEL, a.w.Chicago, Ill.
 McKIM, WILLIAM ROBERT, sp. .. Beaver Falls, Pa.
 A.B., Geneva College, 1920
 B.D., Princeton Theological Seminary, 1927

*McLAIN, JAMES EUGENE, sp.Humboldt, Ia.
 OLSON, EMMA, w.Viroqua, Wis.
 Ph.B., University of Chicago, 1927; M.A., 1932

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POLLOCK, POLLY LEE, a.Chicago, Ill.
 A.B., University of North Carolina, 1938

*PORTER, LENORE EMME, a.w.Chicago, Ill.
 REGIER, MARIE JOANNA, sp.a.w. .Whitewater, Kans.
 A.B., Bethel College, 1926
 A.M., University of Chicago, 1936

*SEARLE, BESS BLANDING, sp.Chicago, Ill.
 B.S., University of Wisconsin, 1922

*TODD, LORETTA E., sp.a.Chicago, Ill.
 B.M., HARRIET ANNE, sp.Chicago, Ill.
 A.B., Bates College, 1936

*Undergraduate



*The C.T.S. Basketball Team of 1938-39: Champions of the University of Chicago
Intramural Tournament for Independent Teams*



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